

WEB TABLES

U.S. DEPARTMENT OF EDUCATION
NOVEMBER 2012 NCES 2013-151rev

An Overview of Classes Taken and Credits Earned by Beginning Postsecondary Students

What can be learned from the college transcripts of beginning postsecondary students who first enrolled in the 2003–04 academic year and were followed over a 6-year period ending in 2009? These Web Tables provide an overview of classes taken and credits earned by a nationwide sample of first-time beginning postsecondary students. Transcripts were requested from all the postsecondary institutions that students attended, providing the opportunity to create a complete, 6-year record of students' coursetaking and credit accumulation. Topics covered in these Web Tables include precollege credits, remedial education participation, withdrawals and repeated courses, and credits earned in science, technology, engineering, and mathematics (STEM). Also presented are credits earned in each year of enrollment and total credits earned by whether students earned a credential. Tables present results for student

demographic and socioeconomic characteristics (sex, race/ethnicity, income, parents' education, and age); high school academic indicators (school type, SAT/ACT scores, grade point average [GPA], and highest level of math taken); the characteristics of students' first postsecondary institution attended (sector and selectivity); and their first degree program.

Credit by examination and non-course credit. Table 1 highlights students who earned credit through Advanced Placement (AP) or International Baccalaureate (IB) programs while in high school, as well as other credit earned through examination and from work, military, and other experiences in which non-course credits were reported on transcripts. This does not include any credit earned for completing college-level classes while a student was completing his or her high school requirements (e.g., "dual enrollment").

Remedial education participation.

Table 2-A illustrates the extent to which students participate in remedial education during their postsecondary years by showing the percentage of students who took any remedial courses, the average number of remedial courses taken, and the average number of remedial courses passed. Tables 2-B and 2-C present the same information for courses in remedial mathematics and English, respectively.

Withdrawals and repeated courses.

Table 3 focuses on the percentage of students with withdrawals or repeated courses and the average number of withdrawals or repeated courses. The table also reports the ratio of withdrawals to attempted courses (i.e., total number of courses withdrawn from over the total number attempted) and the ratio of repeated to attempted courses (i.e., total number of courses repeated over the total number attempted).

This report was prepared for the National Center for Education Statistics under Contract No. ED-07-CO-0104 with MPR Associates, Inc. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government. These Web Tables were authored by Alexandria Walton Radford and Laura Horn of MPR Associates, Inc. The NCES Project Officer was Matthew Soldner. For questions about content or to view this report online, go to <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013151>.

STEM credits. Table 4 details STEM coursetaking by reporting the percentage of students with any STEM credits, the median and average number of STEM credits attempted and earned, and the average STEM GPA. Table 5 presents the same information for mathematics credits.

Annual and total credits. Tables 6–8 focus on annual credits and total credits earned by students in their first degree program (associate’s, bachelor’s, and certificate), and tables 9 and 10 present the same information for students who did not earn a credential and were enrolled and were not enrolled as of spring 2009, respectively. The average number of credits earned annually is based only on students who earned any credits in the specified year. Students who were not enrolled or students who earned no credits are excluded, resulting in an increasingly smaller share of students on which the measure is based.

Summary status. Finally, tables 11-A and 11-B summarize each topic covered in the previous tables (e.g., completion among students who earned precollege credits, took any remedial courses, withdrew from or repeated courses, completed STEM credits, and so on) according to the persistence and attainment status of students after 6 years.

RELATED NCES REPORTS

Web Tables—Six-Year Attainment, Persistence, Transfer, Retention, and Withdrawal Rates of Students Who Began Postsecondary Education in 2003–04 (NCES 2011-152). <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011152>

Students Who Study Science, Technology, Engineering, and Mathematics (STEM) in Postsecondary Education (NCES 2009-161). <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009161>

Beginning Subbaccalaureate Students’ Labor Market Experiences: Six Years Later in 2009 (NCES 2012-273). <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012273>

DATA

The data presented in the Web Tables were generated from the 2003–04 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) and its 2009 Postsecondary Education Transcript Study (PETS:09) component. BPS:04/09 began in 2003–04 with a nationally representative sample of approximately 19,000 first-time postsecondary students identified in the 2003–04 National Postsecondary Student Aid Study (NPSAS:04).¹ These first-time postsecondary students were interviewed three times: in 2004, at the end of their first year in postsecondary

education; in 2006, about 3 years after their initial college entry; and in 2009, about 6 years after they first enrolled. The surveys collected data on students’ demographic characteristics, their persistence in and completion of postsecondary education programs, their transition into employment, and changes over time in their goals, marital status, income, and debt, among other indicators.

In addition, these students’ transcripts through the 2008–09 academic year were collected as part of the Postsecondary Education Transcript Study (PETS), creating a 6-year record of academic enrollment including course-taking, credit accumulation, academic performance, and degree receipt.

The institution sample for the transcript collection included more than 3,000 separate institutions attended by the BPS:04 cohort. Transcripts were requested from every institution the student attended between July 2003 and June 2009. Of the approximately 3,030 institutions, 2,620 (87 percent) provided transcripts for the cohort. Across the institution types represented, participation in the transcript collection ranged from 71 percent among private for-profit less-than-2-year institutions to 93 percent among public 4-year doctorate-granting institutions.

At the student level, a transcript was received from at least one institution for 16,960 sample members (92 percent), and a transcript was received from the sample member's NPSAS institution for 16,540 sample members (89 percent). A transcript was received from each institution attended for 16,110 sample members (87 percent). Note that item-level response rates can be higher than the student-level rates because information about nonresponding institutions was sometimes obtained from institutions that did respond.

For more information about the methodology of NPSAS:04 and BPS:04/06 studies, see the following reports:

2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Methodology Report (NCES 2012-246). <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012246>

2010 College Course Map (NCES 2012-162). <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012162>

2004 National Postsecondary Student Aid Study (NPSAS:04) Full-scale Methodology Report (NCES 2006-180). <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006180>

VARIABLES USED

All estimates presented in these Web Tables were produced using PowerStats, a web-based software application that allows users to generate tables for many of the postsecondary surveys conducted by NCES. The variables used in these Web Tables are listed below. Visit the NCES DataLab website <http://nces.ed.gov/datalab> to view detailed information on how these variables were constructed and their sources. Under *Code Books* choose BPS: 2009 under *view by subject* or *view by variable name*. The program files that generated the statistics presented in these Web Tables can be found at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013151>.

Label	Name
Age when first enrolled, 2003–04	AGE
All college-level mathematics: credits earned	QEMATERN
All college-level mathematics: GPA	QEMATGPA
Attainment or level at last institution enrolled through 2009	PRLVL6Y
Attendance intensity through 2009	ENINPT6Y
College career: credits earned	QEPSEERN
College career: number of credits earned, years 1–6	QE1TO6RN
College career: ratio of credits earned to attempted	QEPSERAT
College-level math credits attempted	QEMATATT
Degree program, 2003–04	UGDEG
Dependency and family responsibilities, 2003–04	DEPEND5B
Dependent student family income level, 2002	DEPINC
Enrolled time to associate's degree	ATAAEN6Y
Enrolled time to bachelor's degree	ATBAEN6Y
Enrolled time to certificate	ATCTEN6Y
Field of study in first year	STEMMAJ1
High school grade point average	HCGPAREP
High school type	HSTYPE
Highest education of parents, 2003–04	PAREduc
Highest level of math taken in high school	HCMATH
Last year enrolled	QDLEYEAR

Continued on next page.

ABOUT POWERSTATS

PowerStats produces the design-adjusted standard errors necessary for testing the statistical significance of differences in the estimates. It also contains a detailed description of how each variable was created and includes question wording for items coming directly from an interview.

With PowerStats, users can replicate or expand upon the tables presented. The output from PowerStats includes the table estimates (e.g., percentages or means), standard errors,² and weighted sample sizes for the estimates. If the number of valid cases is too small to produce a reliable estimate (fewer than 30 cases), PowerStats prints the double dagger symbol (§) instead of the estimate.

In addition to producing tables, PowerStats users may conduct linear or logistic regressions. Many options are available for output with the regression results. For a description of all the options available, users should access the PowerStats website at <http://nces.ed.gov/datalab/index.aspx>. For more information, contact powerstats@ed.gov.

VARIABLES USED—Continued

Label	Name
Number of credits earned in year 1	QE1STERN
Number of credits earned in year 2	QE2NDERN
Number of credits earned in year 3	QE3RDERN
Number of credits earned in year 4	QE4THERN
Number of credits earned in year 5	QE5THERN
Number of credits earned in year 6	QE6THERN
Panel weight	WTB000
Passed a remedial English class	QEPASENR
Passed a remedial math class	QEPASMAR
Race/ethnicity	RACE
Ratio of courses repeated vs. attempted	QERPTRAT
Ratio of withdrawals vs. attempted courses	QEWDRRAT
Received AP credits	QBTLAPCR
Received precollege credits	QBTLNCCR
Recent high school graduate	FALLHSFT
Repeated courses	QETCSRPT
SAT combined verbal and math score	TESATDER
SAT math score	TESATMDE
SAT verbal score	TESATVDE
Selectivity of public and private nonprofit 4-year institutions, 2003–04	SELECTV2
Sex	GENDER
STEM: credits attempted	QESTMATT
STEM: credits earned	QESTMERN
STEM: GPA	QESTMGPA
Took a remedial class	QETOTR
Took a remedial English class	QEENGR
Took a remedial math class	QEMATHR
Type of associate's degree, 2003–04	UGDEGAA
Type of first institution, 2003–04	FSECTOR
Withdrawals	QECRSWDR
Worked while enrolled, 2003–04	JOBENR

For more information, contact:

Aurora D'Amico
Postsecondary Studies Division
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006-5652
(202) 502-7334

aurora.damico@ed.gov

For readers with disabilities, a Section 508-compliant version of these Web Tables is available at
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013151>.

ENDNOTES

¹ NPSAS:04 is a nationally representative sample of about 90,000 undergraduate, graduate, and first-professional students in about 1,600 postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico who are eligible to participate in federal Title IV student aid programs.

² The BPS samples are not simple random samples; therefore, simple random sample techniques for estimating sampling error cannot be applied to these data. PowerStats takes into account the complexity of the sampling procedures and calculates standard errors appropriate for such samples. The method for computing sampling errors used by PowerStats approximates the estimator by replication of the sampled population, using a bootstrap technique.

National Center for Education Statistics

Table 1.

CREDITS THROUGH EXAMINATION AND NON-COURSE CREDIT: Among 2003–04 first-time postsecondary students with transcripts, percentage who received Advanced Placement (AP), International Baccalaureate (IB), and other credits earned through examination or other non-course credit avenues and the percentage who specifically received AP credits; of those, median and average number of credits received, by demographic, high school, and postsecondary characteristics: 2009

Demographic, high school, and postsecondary characteristics	Percentage who received any credits ¹	Of those who received credits ¹		Percentage who received AP credits	Of those who received AP credits	
		Median credits received	Average credits received		Median AP credits received	Average AP credits received
Total	9.3	6.0	10.0	5.7	7.0	10.1
Sex						
Male	9.9	6.0	10.6	5.8	7.5	10.7
Female	8.9	6.0	9.4	5.6	6.0	9.7
Race/ethnicity ²						
White	10.2	6.0	9.5	6.5	6.0	9.7
Black	4.3	5.0 !	11.6 !	1.1	‡	‡
Hispanic	8.1	7.0	9.2	4.2	8.0	9.4
Asian	16.8	9.0	13.9	12.4	9.0	14.2
Other or Two or more races	8.8	6.0	9.6	6.1	7.0	9.9
Highest education of parents, 2003–04 ³						
High school or less	4.6	5.6	10.0	1.8	6.0	8.4
Some postsecondary	6.7	6.0	9.0	3.6	6.0	10.2
Bachelor's degree or higher	15.4	7.0	10.3	10.8	7.0	10.3
Dependent student family income level, 2002						
Lowest (less than \$32,000)	6.6	6.0	8.7	3.7	6.0	9.5
Low middle (\$32,000–59,999)	9.0	6.0	9.4	5.9	6.0	10.3
High middle (\$60,000–91,999)	14.1	6.0	9.7	9.2	6.0	10.1
Highest (\$92,000 or more)	17.8	7.9	10.2	13.1	8.0	10.4
Age when first enrolled, 2003–04						
18 or younger	12.7	7.0	10.0	8.9	8.0	10.6
19	10.5	6.0	9.3	7.0	6.0	9.1
20–23	4.4	5.0	7.5	0.6 !	‡	‡
24 or older	3.4	6.0 !	14.7	‡	‡	‡
Graduated from high school in 2003						
Yes	12.6	6.0	9.7	8.8	7.0	10.1
No	4.2	6.0	11.2	0.7	6.0	9.9

See notes at end of table.

National Center for Education Statistics

Table 1.

CREDITS THROUGH EXAMINATION AND NON-COURSE CREDIT: Among 2003–04 first-time postsecondary students with transcripts, percentage who received Advanced Placement (AP), International Baccalaureate (IB), and other credits earned through examination or other non-course credit avenues and the percentage who specifically received AP credits; of those, median and average number of credits received, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who received any credits ¹	Of those who received credits ¹		Percentage who received AP credits	Of those who received AP credits	
		Median credits received	Average credits received		Median AP credits received	Average AP credits received
High school type						
No high school diploma or certificate	2.2	5.6	7.7	‡	‡	‡
Public	9.6	6.0	10.1	5.9	6.8	10.2
Private	13.9	6.0	9.2	10.1	7.5	9.9
Attended a foreign high school	10.2	6.0 !	10.3	3.4 !	‡	‡
SAT combined verbal and math score ⁴						
Low quartile (400–700)	3.3 !	‡	‡	‡	‡	‡
Middle quartiles (710–1020)	4.4	4.0	6.2	1.4	5.0	6.3
High quartile (1030–1600)	23.3	7.9	10.5	17.6	7.5	10.6
SAT math score ⁴						
Low quartile (200–410)	3.0	5.0	6.0	0.9 !	‡	‡
Middle quartiles (420–570)	8.1	5.6	7.3	4.5	5.6	7.5
High quartile (580–800)	31.3	8.0	11.4	24.2	8.0	11.4
SAT verbal score ⁴						
Low quartile (200–420)	3.6	5.0	6.8	1.3	‡	‡
Middle quartiles (430–570)	8.7	5.6	7.6	4.9	5.6	8.2
High quartile (580–800)	30.7	8.0	11.4	23.9	8.0	11.3
High school grade point average ⁵						
Less than 2.50	3.3	5.0	6.8	1.0 !	‡	‡
2.50–2.99	4.4	4.0	8.7	1.7	‡	‡
3.00–3.49	7.7	5.0	7.7	3.9	6.0	9.3
3.50 or higher	21.9	8.0	10.6	17.0	7.5	10.5
Type of first institution attended, 2003–04						
Public 2-year	3.8	5.0	9.2	0.9	5.6	8.8
Public 4-year	15.4	7.5	10.5	11.1	7.5	10.6
Private nonprofit 4-year	21.7	6.0	9.5	15.1	6.0	9.8
For-profit	1.9 !	‡	‡	‡	‡	‡
Other institutions ⁶	‡	‡	‡	‡	‡	‡

See notes at end of table.

National Center for Education Statistics

Table 1.

CREDITS THROUGH EXAMINATION AND NON-COURSE CREDIT: Among 2003–04 first-time postsecondary students with transcripts, percentage who received Advanced Placement (AP), International Baccalaureate (IB), and other credits earned through examination or other non-course credit avenues and the percentage who specifically received AP credits; of those, median and average number of credits received, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who received any credits ¹	Of those who received credits ¹		Percentage who received AP credits	Of those who received AP credits	
		Median credits received	Average credits received		Median AP credits received	Average AP credits received
Selectivity of public and private nonprofit 4-year institutions, 2003–04 ⁷						
Very selective	34.7	8.0	11.3	28.3	8.0	11.3
Moderately selective	12.7	6.0	9.4	8.2	6.0	9.1
Minimally selective or open admission	9.1	4.0 !	6.7	3.9	5.0	6.9
Degree program, 2003–04						
No degree	6.2	4.0 !	10.2 !	1.4 !	‡	‡
Certificate	1.1 !	‡	‡	0.1 !	‡	‡
Associate of Applied Science (A.A.S.)	2.3	5.0	9.0	0.4 !	‡	‡
Associate of Arts/Science (A.A. or A.S.)	4.1	5.0	8.7	1.3	6.0	9.0
Bachelor's degree	18.1	7.0	10.2	12.9	7.0	10.2

! Interpret data with caution. The standard error for this estimate is equal to 30 percent or more of the estimate's value.

‡ Reporting standards not met.

¹ Includes AP, IB credits and credits earned through examination, work, military, and other non-course credits reported on transcripts. Does not include credits earned for completing college-level classes while in high school (e.g., "dual enrollment").

² Black includes African American, Hispanic includes Latino, and Other or Two or more races includes American Indian, Alaska Native, Native Hawaiian/Other Pacific Islander, and respondents having origins in more than one race or in a race not listed. Race categories exclude Hispanic origin unless specified.

³ Results exclude the 2.7 percent of students who did not know their parents' highest level of education.

⁴ Excludes the 20.6 percent of first-time postsecondary students who were age 24 or older when they began postsecondary education. Scores for students who took only the ACT were converted to the SAT scale.

⁵ Excludes the 20.6 percent of first-time postsecondary students who were age 24 or older when they began postsecondary education.

⁶ Includes private nonprofit 2-year, public less-than-2-year, and private nonprofit less-than-2-year.

⁷ Excludes the 59.3 percent of students who first attended for-profit or less-than-4-year institutions. Selectivity is on an index score based on the percentage of admitted students among those who applied and the combined SAT/ACT test scores reported by each institution. The index score (combined centile value of two measures) was divided into very selective, moderately selective, and minimally selective categories based on natural breaks in the distribution. Open admission formed a separate category.

NOTE: This table shows the percentage of students who earned any precollege credits (defined as college credits earned while attending high school, such as those earned by taking courses at a college or university or AP credits) and those who specifically earned AP credits. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table S1.

Standard errors for table 1: CREDITS THROUGH EXAMINATION AND NON-COURSE CREDIT: Among 2003–04 first-time postsecondary students with transcripts, percentage who received Advanced Placement (AP), International Baccalaureate (IB), and other credits earned through examination or other non-course credit avenues and the percentage who specifically received AP credits; of those, median and average number of credits received, by demographic, high school, and postsecondary characteristics: 2009

Demographic, high school, and postsecondary characteristics	Percentage who received any credits	Of those who received credits		Percentage who received AP credits	Of those who received AP credits	
		Median credits received	Average credits received		Median AP credits received	Average AP credits received
Total	0.35	0.45	0.37	0.25	0.66	0.34
Sex						
Male	0.54	1.04	0.63	0.37	0.61	0.46
Female	0.46	0.19	0.38	0.35	0.52	0.43
Race/ethnicity						
White	0.44	0.19	0.35	0.35	0.34	0.35
Black	0.87	1.55	3.65	0.25	†	†
Hispanic	0.97	1.26	0.77	0.54	1.42	0.69
Asian	1.93	1.07	1.61	1.57	1.46	1.85
Other or Two or more races	1.27	1.12	0.99	1.03	1.09	1.06
Highest education of parents, 2003–04						
High school or less	0.42	0.50	1.45	0.22	0.90	0.70
Some postsecondary	0.67	0.97	0.69	0.37	0.93	0.93
Bachelor's degree or higher	0.57	0.68	0.36	0.51	0.71	0.39
Dependent student family income level, 2002						
Lowest (less than \$32,000)	0.61	0.51	0.76	0.43	1.19	1.16
Low middle (\$32,000–59,999)	0.68	0.34	0.66	0.56	0.79	0.85
High middle (\$60,000–91,999)	1.10	0.48	0.68	0.71	1.07	0.72
Highest (\$92,000 or more)	0.94	0.69	0.40	0.73	0.81	0.41
Age when first enrolled, 2003–04						
18 or younger	0.65	0.78	0.45	0.48	0.63	0.44
19	0.64	0.24	0.45	0.47	0.42	0.55
20–23	0.87	0.92	0.96	0.22	†	†
24 or older	0.67	2.35	3.17	†	†	†
Graduated from high school in 2003						
Yes	0.54	0.60	0.35	0.42	0.70	0.34
No	0.51	0.80	1.38	0.14	1.68	1.21

See notes at end of table.

National Center for Education Statistics

Table S1.

Standard errors for table 1: CREDITS THROUGH EXAMINATION AND NON-COURSE CREDIT: Among 2003–04 first-time postsecondary students with transcripts, percentage who received Advanced Placement (AP), International Baccalaureate (IB), and other credits earned through examination or other non-course credit avenues and the percentage who specifically received AP credits; of those, median and average number of credits received, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who received any credits	Of those who received credits		Percentage who received AP credits	Of those who received AP credits	
		Median credits received	Average credits received		Median AP credits received	Average AP credits received
High school type						
No high school diploma or certificate	0.44	1.18	1.01	†	†	†
Public	0.40	0.42	0.43	0.28	0.63	0.39
Private	1.17	1.01	0.53	1.06	0.92	0.65
Attended a foreign high school	2.06	2.15	1.18	1.09	†	†
SAT combined verbal and math score						
Low quartile (400–700)	1.10	†	†	†	†	†
Middle quartiles (710–1020)	0.53	0.66	0.57	0.20	0.78	0.53
High quartile (1030–1600)	0.84	0.51	0.36	0.68	0.51	0.39
SAT math score						
Low quartile (200–410)	0.54	0.84	0.77	0.31	†	†
Middle quartiles (420–570)	0.61	0.46	0.37	0.38	0.46	0.39
High quartile (580–800)	1.19	0.19	0.47	0.96	0.24	0.47
SAT verbal score						
Low quartile (200–420)	0.54	0.57	0.76	0.34	†	†
Middle quartiles (430–570)	0.70	0.48	0.43	0.36	0.25	0.51
High quartile (580–800)	1.22	0.33	0.43	1.06	0.40	0.44
High school grade point average						
Less than 2.50	0.58	1.01	1.12	0.33	†	†
2.50–2.99	0.75	1.05	1.20	0.40	†	†
3.00–3.49	0.75	0.53	0.56	0.36	0.66	0.87
3.50 or higher	0.98	0.41	0.34	0.79	0.60	0.34
Type of first institution attended, 2003–04						
Public 2-year	0.40	0.87	1.41	0.17	1.29	1.19
Public 4-year	0.60	0.61	0.44	0.50	0.74	0.53
Private nonprofit 4-year	1.44	0.79	0.57	1.19	0.96	0.40
For-profit	0.56	†	†	†	†	†
Other institutions	†	†	†	†	†	†

See notes at end of table.

National Center for Education Statistics

Table S1.

Standard errors for table 1: CREDITS THROUGH EXAMINATION AND NON-COURSE CREDIT: Among 2003–04 first-time postsecondary students with transcripts, percentage who received Advanced Placement (AP), International Baccalaureate (IB), and other credits earned through examination or other non-course credit avenues and the percentage who specifically received AP credits; of those, median and average number of credits received, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who received any credits	Of those who received credits		Percentage who received AP credits	Of those who received AP credits	
		Median credits received	Average credits received		Median AP credits received	Average AP credits received
Selectivity of public and private nonprofit 4-year institutions, 2003–04						
Very selective	1.75	0.54	0.38	1.76	0.56	0.42
Moderately selective	0.75	0.29	0.59	0.61	0.41	0.67
Minimally selective or open admission	2.13	1.65	1.15	0.70	0.84	0.85
Degree program, 2003–04						
No degree	1.47	1.50	3.98	0.43	†	†
Certificate	0.36	†	†	0.04	†	†
Associate of Applied Science (A.A.S.)	0.48	1.30	1.89	0.16	†	†
Associate of Arts/Science (A.A. or A.S.)	0.47	0.98	0.82	0.23	1.47	1.33
Bachelor's degree	0.66	0.69	0.35	0.54	0.68	0.34

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table 2-A.

REMEDIAL COURSES: Among 2003–04 first-time postsecondary students with transcripts, percentage who took a remedial course, and of those, average number of remedial courses taken and passed, by demographic, high school, and postsecondary characteristics: 2009

Demographic, high school, and postsecondary characteristics	Percentage who took a remedial course	Of those who took a remedial course	
		Average number of remedial courses taken	Average number of remedial courses passed
Total	50.4	2.6	1.8
Sex			
Male	48.8	2.6	1.7
Female	51.6	2.7	1.8
Race/ethnicity ¹			
White	46.0	2.2	1.5
Black	60.2	3.3	2.0
Hispanic	61.5	3.5	2.3
Asian	46.7	2.9	2.1
Other or Two or more races	49.3	2.8	1.7
Highest education of parents, 2003–04 ²			
High school or less	57.2	2.9	2.0
Some postsecondary	54.9	2.5	1.7
Bachelor's degree or higher	41.1	2.4	1.6
Dependent student family income level, 2002			
Lowest (less than \$32,000)	58.2	3.1	1.9
Low middle (\$32,000–59,999)	51.1	2.5	1.7
High middle (\$60,000–91,999)	45.6	2.2	1.5
Highest (\$92,000 or more)	37.7	2.2	1.5
Age when first enrolled, 2003–04			
18 or younger	46.3	2.5	1.7
19	49.3	2.6	1.7
20–23	61.0	2.9	1.8
24 or older	54.1	2.9	2.0
Graduated from high school in 2003			
Yes	46.6	2.5	1.7
No	56.5	2.8	1.9
High school type			
No high school diploma or certificate	57.0	2.9	1.7
Public	50.9	2.6	1.7
Private	38.4	2.4	1.6
Attended a foreign high school	51.3	4.5	3.3
Highest level of math taken in high school ³			
None of the following	67.5	3.0	1.7
Algebra II	62.6	2.8	1.8
Trigonometry/Algebra II ⁴	49.3	2.3	1.6
Precalculus	39.5	2.2	1.6
Calculus	22.3	2.0	1.4

See notes at end of table.

National Center for Education Statistics

Table 2-A.

REMEDIAL COURSES: Among 2003–04 first-time postsecondary students with transcripts, percentage who took a remedial course, and of those, average number of remedial courses taken and passed, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who took a remedial course	Of those who took a remedial course	
		Average number of remedial courses taken	Average number of remedial courses passed
SAT combined verbal and math score ⁵			
Low quartile (400–700)	74.1	3.5	2.2
Middle quartiles (710–1020)	60.9	2.4	1.6
High quartile (1030–1600)	25.9	1.8	1.3
SAT math score ⁵			
Low quartile (200–410)	72.9	3.0	1.9
Middle quartiles (420–570)	47.0	2.1	1.5
High quartile (580–800)	20.7	1.6	1.1
SAT verbal score ⁵			
Low quartile (200–420)	68.9	3.0	1.9
Middle quartiles (430–570)	45.7	2.1	1.5
High quartile (580–800)	24.8	1.8	1.2
High school grade point average ³			
Less than 2.50	61.7	2.9	1.8
2.50–2.99	62.3	2.8	1.8
3.00–3.49	54.2	2.6	1.7
3.50 or higher	30.9	2.0	1.4
Type of first institution attended			
4-year			
Public	39.4	2.1	1.4
Private nonprofit	31.6	2.2	1.6
For-profit	43.9	2.1	1.6
2-year			
Public	68.2	2.9	1.9
Private nonprofit	64.8	2.7	1.9
For-profit	35.1	2.2	1.5
Less-than-2-year ⁶			
Public	39.8	2.5	1.7
For-profit	28.3	2.8	2.1
Selectivity of public and private nonprofit 4-year institutions, 2003–04 ⁷			
Very selective	22.4	2.0	1.5
Moderately selective	37.1	2.1	1.4
Minimally selective	51.2	2.2	1.5
Open admission	57.6	2.7	1.9

See notes at end of table.

National Center for Education Statistics

Table 2-A.

REMEDIAL COURSES: Among 2003–04 first-time postsecondary students with transcripts, percentage who took a remedial course, and of those, average number of remedial courses taken and passed, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who took a remedial course	Of those who took a remedial course	
		Average number of remedial courses taken	Average number of remedial courses passed
Degree program, 2003–04			
No degree	57.9	3.2	1.9
Certificate	35.8	2.6	1.9
Associate of Applied Science (A.A.S.)	61.4	2.8	1.9
Associate of Arts/Science (A.A. or A.S.)	69.4	2.9	1.9
Bachelor's degree	35.5	2.1	1.4
Dependency and family responsibilities, 2003–04 ⁸			
Dependent	48.6	2.6	1.7
Independent			
Unmarried, no dependents	55.6	2.9	1.9
Unmarried, dependents	55.5	3.0	1.8
Married, with or without dependents	54.7	2.7	2.0
Attendance intensity through 2009			
Always full-time	41.8	2.4	1.6
Mixed	59.7	2.9	1.9
Always part-time	55.1	2.6	1.8
Worked while enrolled, 2003–04 ⁹			
Did not work	43.6	2.7	1.8
Worked part time	52.6	2.6	1.7
Worked full time	57.7	2.7	1.8

¹ Black includes African American, Hispanic includes Latino, and Other or Two or more races includes American Indian, Alaska Native, Native Hawaiian/Other Pacific Islander, and respondents having origins in more than one race or in a race not listed. Race categories exclude Hispanic origin unless specified.

² Results exclude the 2.7 percent of students who did not know their parents' highest level of education.

³ Excludes the 20.6 percent of first-time postsecondary students who were age 24 or older when they began postsecondary education.

⁴ "Trigonometry/Algebra II" is mutually exclusive from "Algebra II."

⁵ Excludes the 20.6 percent of first-time postsecondary students who were age 24 or older when they began postsecondary education. Scores for students who took only the ACT were converted to the SAT scale.

⁶ Students in private nonprofit less-than-2-year institutions are included in the total but not shown separately.

⁷ Excludes the 59.3 percent of students who first attended for-profit or less-than-4-year institutions. Selectivity is on an index score based on the percentage of admitted students among those who applied and the combined SAT/ACT test scores reported by each institution. The index score (combined centile value of two measures) was divided into very selective, moderately selective, and minimally selective categories based on natural breaks in the distribution. Open admission formed a separate category.

⁸ Separated, widowed, or divorced students are included in the unmarried category.

⁹ The definition of work excludes school-related jobs (e.g., work-study or assistantships). Full-time status was defined as working 35 or more hours per week, and part-time status was defined as working less than 35 hours per week.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table S2-A.

Standard errors for table 2-A: REMEDIAL COURSES: Among 2003–04 first-time postsecondary students with transcripts, percentage who took a remedial course, and of those, average number of remedial courses taken and passed, by demographic, high school, and postsecondary characteristics: 2009

Demographic, high school, and postsecondary characteristics	Percentage who took a remedial course	Of those who took a remedial course	
		Average number of remedial courses taken	Average number of remedial courses passed
Total	1.04	0.06	0.04
Sex			
Male	1.44	0.07	0.05
Female	1.15	0.08	0.05
Race/ethnicity			
White	1.23	0.04	0.04
Black	2.30	0.13	0.08
Hispanic	2.24	0.20	0.12
Asian	3.16	0.23	0.18
Other or Two or more races	3.19	0.16	0.13
Highest education of parents, 2003–04			
High school or less	1.52	0.10	0.07
Some postsecondary	1.51	0.08	0.06
Bachelor's degree or higher	1.22	0.07	0.06
Dependent student family income level, 2002			
Lowest (less than \$32,000)	1.68	0.11	0.08
Low middle (\$32,000–59,999)	1.66	0.07	0.07
High middle (\$60,000–91,999)	1.84	0.07	0.06
Highest (\$92,000 or more)	1.59	0.11	0.07
Age when first enrolled, 2003–04			
18 or younger	1.36	0.06	0.05
19	1.33	0.07	0.06
20–23	1.92	0.11	0.08
24 or older	2.14	0.19	0.11
Graduated from high school in 2003			
Yes	1.19	0.06	0.05
No	1.51	0.10	0.06
High school type			
No high school diploma or certificate	2.55	0.14	0.11
Public	1.09	0.06	0.05
Private	2.20	0.12	0.10
Attended a foreign high school	4.12	0.60	0.43
Highest level of math taken in high school			
None of the following	2.07	0.10	0.08
Algebra II	1.49	0.08	0.07
Trigonometry/Algebra II	1.87	0.09	0.06
Precalculus	1.79	0.08	0.07
Calculus	1.57	0.16	0.13

See notes at end of table.

National Center for Education Statistics

Table S2-A.

Standard errors for table 2-A: REMEDIAL COURSES: Among 2003–04 first-time postsecondary students with transcripts, percentage who took a remedial course, and of those, average number of remedial courses taken and passed, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who took a remedial course	Of those who took a remedial course	
		Average number of remedial courses taken	Average number of remedial courses passed
SAT combined verbal and math score			
Low quartile (400–700)	2.57	0.15	0.11
Middle quartiles (710–1020)	1.46	0.06	0.05
High quartile (1030–1600)	1.04	0.07	0.05
SAT math score			
Low quartile (200–410)	1.83	0.10	0.08
Middle quartiles (420–570)	1.30	0.06	0.04
High quartile (580–800)	1.28	0.08	0.05
SAT verbal score			
Low quartile (200–420)	1.75	0.10	0.07
Middle quartiles (430–570)	1.32	0.05	0.05
High quartile (580–800)	1.44	0.08	0.05
High school grade point average			
Less than 2.50	2.28	0.11	0.09
2.50–2.99	2.03	0.10	0.09
3.00–3.49	1.49	0.08	0.06
3.50 or higher	1.28	0.06	0.06
Type of first institution attended			
4-year			
Public	1.75	0.07	0.05
Private nonprofit	2.10	0.21	0.14
For-profit	8.04	0.27	0.26
2-year			
Public	1.44	0.08	0.06
Private nonprofit	9.97	0.46	0.35
For-profit	9.73	0.29	0.25
Less-than-2-year			
Public	7.56	0.51	0.30
For-profit	2.68	0.13	0.12
Selectivity of public and private nonprofit 4-year institutions, 2003–04			
Very selective	2.88	0.31	0.18
Moderately selective	2.07	0.11	0.07
Minimally selective	4.23	0.19	0.12
Open admission	5.43	0.26	0.23

See notes at end of table.

National Center for Education Statistics

Table S2-A.

Standard errors for table 2-A: REMEDIAL COURSES: Among 2003–04 first-time postsecondary students with transcripts, percentage who took a remedial course, and of those, average number of remedial courses taken and passed, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who took a remedial course	Of those who took a remedial course	
		Average number of remedial courses taken	Average number of remedial courses passed
Degree program, 2003–04			
No degree	2.25	0.35	0.17
Certificate	2.66	0.13	0.12
Associate of Applied Science (A.A.S.)	3.07	0.11	0.08
Associate of Arts/Science (A.A. or A.S.)	1.69	0.08	0.07
Bachelor's degree	1.36	0.08	0.06
Dependency and family responsibilities, 2003–04			
Dependent	1.09	0.06	0.04
Independent			
Unmarried, no dependents	3.28	0.18	0.12
Unmarried, dependents	2.64	0.29	0.16
Married, with or without dependents	2.52	0.15	0.11
Attendance intensity through 2009			
Always full-time	1.34	0.06	0.05
Mixed	1.20	0.08	0.06
Always part-time	2.79	0.13	0.12
Worked while enrolled, 2003–04			
Did not work	1.38	0.08	0.06
Worked part time	1.27	0.06	0.05
Worked full time	1.78	0.15	0.09

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table 2-B.

REMEDIAL MATH: Among 2003–04 first-time postsecondary students with transcripts, percentage who took a remedial math course, and of those, average number of remedial courses taken and passed, by demographic, high school, and postsecondary characteristics: 2009

Demographic, high school, and postsecondary characteristics	Percentage who took a remedial math course	Of those who took a remedial math course	
		Average number of remedial math courses taken	Average number of remedial math courses passed
Total	42.2	2.0	1.3
Sex			
Male	39.8	2.0	1.2
Female	44.0	2.0	1.3
Race/ethnicity ¹			
White	39.4	1.9	1.3
Black	51.6	2.2	1.3
Hispanic	49.5	2.3	1.4
Asian	31.2	2.0	1.3
Other or Two or more races	40.6	2.1	1.2
Highest education of parents, 2003–04 ²			
High school or less	47.7	2.1	1.3
Some postsecondary	47.5	2.0	1.3
Bachelor's degree or higher	33.8	2.0	1.2
Dependent student family income level, 2002			
Lowest (less than \$32,000)	47.6	2.2	1.2
Low middle (\$32,000–59,999)	43.2	2.0	1.3
High middle (\$60,000–91,999)	37.6	1.9	1.2
Highest (\$92,000 or more)	31.2	1.9	1.2
Age when first enrolled, 2003–04			
18 or younger	38.2	2.0	1.3
19	42.0	2.0	1.3
20–23	50.3	2.1	1.3
24 or older	46.3	2.0	1.4
Graduated from high school in 2003			
Yes	39.0	2.0	1.3
No	47.2	2.1	1.3
High school type			
No high school diploma or certificate	50.4	2.3	1.3
Public	43.0	2.0	1.3
Private	31.2	1.9	1.2
Attended a foreign high school	25.2	2.2	1.6
Highest level of math taken in high school ³			
None of the following	58.2	2.3	1.2
Algebra II	55.6	2.1	1.3
Trigonometry/Algebra II ⁴	40.1	1.8	1.3
Precalculus	31.1	1.8	1.2
Calculus	13.5	1.6	1.0

See notes at end of table.

National Center for Education Statistics

Table 2-B.

REMEDIAL MATH: Among 2003–04 first-time postsecondary students with transcripts, percentage who took a remedial math course, and of those, average number of remedial courses taken and passed, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who took a remedial math course	Of those who took a remedial math course	
		Average number of remedial math courses taken	Average number of remedial math courses passed
SAT combined verbal and math score ⁵			
Low quartile (400–700)	63.5	2.4	1.3
Middle quartiles (710–1020)	52.2	2.0	1.3
High quartile (1030–1600)	19.7	1.6	1.1
SAT math score ⁵			
Low quartile (200–410)	63.2	2.3	1.4
Middle quartiles (420–570)	39.6	1.8	1.2
High quartile (580–800)	14.2	1.5	0.9
SAT verbal score ⁵			
Low quartile (200–420)	56.3	2.2	1.3
Middle quartiles (430–570)	39.1	1.8	1.2
High quartile (580–800)	19.6	1.6	1.0
High school grade point average ³			
Less than 2.50	51.5	2.1	1.2
2.50–2.99	54.5	2.1	1.3
3.00–3.49	45.5	2.0	1.3
3.50 or higher	24.9	1.7	1.2
Type of first institution attended			
4-year			
Public	32.6	1.8	1.1
Private nonprofit	22.1	1.6	1.1
For-profit	33.0	1.8	1.3
2-year			
Public	59.6	2.2	1.4
Private nonprofit	56.8	2.0	1.4
For-profit	30.1 !	1.6	1.0
Less-than-2-year ⁶			
Public	21.8	2.0	1.3
For-profit	21.3	1.8	1.2
Selectivity of public and private nonprofit 4-year institutions, 2003–04 ⁷			
Very selective	15.0	1.4	0.9
Moderately selective	29.4	1.7	1.1
Minimally selective	41.6	1.9	1.2
Open admission	50.4	2.1	1.3

See notes at end of table.

National Center for Education Statistics

Table 2-B.

REMEDIAL MATH: Among 2003–04 first-time postsecondary students with transcripts, percentage who took a remedial math course, and of those, average number of remedial courses taken and passed, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who took a remedial math course	Of those who took a remedial math course	
		Average number of remedial math courses taken	Average number of remedial math courses passed
Degree program, 2003–04			
No degree	50.7	2.2	1.3
Certificate	26.7	1.7	1.1
Associate of Applied Science (A.A.S.)	52.4	2.0	1.3
Associate of Arts/Science (A.A. or A.S.)	61.5	2.2	1.4
Bachelor's degree	27.3	1.7	1.1
Dependency and family responsibilities, 2003–04 ⁸			
Dependent	40.3	2.0	1.3
Independent			
Unmarried, no dependents	46.8	1.9	1.3
Unmarried, dependents	47.7	2.0	1.2
Married, with or without dependents	47.1	2.0	1.5
Attendance intensity through 2009			
Always full-time	33.5	1.9	1.2
Mixed	51.8	2.2	1.3
Always part-time	46.4	2.0	1.3
Worked while enrolled, 2003–04 ⁹			
Did not work	34.9	2.0	1.2
Worked part time	45.6	2.0	1.3
Worked full time	48.0	2.0	1.3

! Interpret data with caution. The standard error for this estimate is equal to 30 percent or more of the estimate's value.

¹ Black includes African American, Hispanic includes Latino, and Other or Two or more races includes American Indian, Alaska Native, Native Hawaiian/Other Pacific Islander, and respondents having origins in more than one race or in a race not listed. Race categories exclude Hispanic origin unless specified.

² Results exclude the 2.7 percent of students who did not know their parents' highest level of education.

³ Excludes the 20.6 percent of first-time postsecondary students who were age 24 or older when they began postsecondary education.

⁴ "Trigonometry/Algebra II" is mutually exclusive from "Algebra II."

⁵ Excludes the 20.6 percent of first-time postsecondary students who were age 24 or older when they began postsecondary education. Scores for students who took only the ACT were converted to the SAT scale.

⁶ Students in private nonprofit less-than-2-year institutions are included in the total but not shown separately.

⁷ Excludes the 59.3 percent of students who first attended for-profit or less-than-4-year institutions. Selectivity is on an index score based on the percentage of admitted students among those who applied and the combined SAT/ACT test scores reported by each institution. The index score (combined centile value of two measures) was divided into very selective, moderately selective, and minimally selective categories based on natural breaks in the distribution. Open admission formed a separate category.

⁸ Separated, widowed, or divorced students are included in the unmarried category.

⁹ The definition of work excludes school-related jobs (e.g., work-study or assistantships). Full-time status was defined as working 35 or more hours per week, and part-time status was defined as working less than 35 hours per week.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table S2-B.

Standard errors for table 2-B: REMEDIAL MATH: Among 2003–04 first-time postsecondary students with transcripts, percentage who took a remedial math course, and of those, average number of remedial courses taken and passed, by demographic, high school, and postsecondary characteristics: 2009

Demographic, high school, and postsecondary characteristics	Percentage who took a remedial math course	Of those who took a remedial math course	
		Average number of remedial math courses taken	Average number of remedial math courses passed
Total	1.05	0.03	0.03
Sex			
Male	1.41	0.05	0.03
Female	1.20	0.03	0.03
Race/ethnicity			
White	1.20	0.03	0.03
Black	2.33	0.08	0.06
Hispanic	2.31	0.08	0.06
Asian	3.11	0.21	0.14
Other or Two or more races	3.11	0.13	0.08
Highest education of parents, 2003–04			
High school or less	1.82	0.05	0.04
Some postsecondary	1.62	0.05	0.04
Bachelor's degree or higher	1.16	0.05	0.04
Dependent student family income level, 2002			
Lowest (less than \$32,000)	1.82	0.07	0.05
Low middle (\$32,000–59,999)	1.64	0.05	0.05
High middle (\$60,000–91,999)	1.88	0.06	0.05
Highest (\$92,000 or more)	1.50	0.07	0.05
Age when first enrolled, 2003–04			
18 or younger	1.27	0.05	0.03
19	1.36	0.05	0.04
20–23	2.10	0.06	0.06
24 or older	2.18	0.06	0.06
Graduated from high school in 2003			
Yes	1.13	0.04	0.03
No	1.59	0.04	0.04
High school type			
No high school diploma or certificate	2.62	0.10	0.08
Public	1.12	0.03	0.03
Private	1.96	0.08	0.07
Attended a foreign high school	4.51	0.22	0.16
Highest level of math taken in high school			
None of the following	2.11	0.08	0.05
Algebra II	1.61	0.05	0.04
Trigonometry/Algebra II	1.80	0.07	0.04
Precalculus	1.73	0.07	0.05
Calculus	1.06	0.11	0.08

See notes at end of table.

National Center for Education Statistics

Table S2-B.

Standard errors for table 2-B: REMEDIAL MATH: Among 2003–04 first-time postsecondary students with transcripts, percentage who took a remedial math course, and of those, average number of remedial courses taken and passed, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who took a remedial math course	Of those who took a remedial math course	
		Average number of remedial math courses taken	Average number of remedial math courses passed
SAT combined verbal and math score			
Low quartile (400–700)	3.06	0.10	0.06
Middle quartiles (710–1020)	1.44	0.04	0.04
High quartile (1030–1600)	0.93	0.06	0.04
SAT math score			
Low quartile (200–410)	1.87	0.06	0.05
Middle quartiles (420–570)	1.26	0.04	0.04
High quartile (580–800)	1.16	0.07	0.05
SAT verbal score			
Low quartile (200–420)	1.95	0.07	0.05
Middle quartiles (430–570)	1.30	0.04	0.04
High quartile (580–800)	1.29	0.07	0.05
High school grade point average			
Less than 2.50	2.32	0.07	0.06
2.50–2.99	2.28	0.08	0.06
3.00–3.49	1.44	0.05	0.04
3.50 or higher	1.31	0.05	0.05
Type of first institution attended			
4-year			
Public	1.75	0.05	0.04
Private nonprofit	1.71	0.08	0.05
For-profit	7.20	0.21	0.21
2-year			
Public	1.55	0.04	0.04
Private nonprofit	10.23	0.35	0.26
For-profit	9.32	0.20	0.19
Less-than-2-year			
Public	4.87	0.32	0.19
For-profit	2.18	0.10	0.09
Selectivity of public and private nonprofit 4-year institutions, 2003–04			
Very selective	2.54	0.10	0.06
Moderately selective	1.75	0.05	0.05
Minimally selective	4.44	0.16	0.09
Open admission	5.68	0.11	0.10

See notes at end of table.

National Center for Education Statistics

Table S2-B.

Standard errors for table 2-B: REMEDIAL MATH: Among 2003–04 first-time postsecondary students with transcripts, percentage who took a remedial math course, and of those, average number of remedial courses taken and passed, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who took a remedial math course	Of those who took a remedial math course	
		Average number of remedial math courses taken	Average number of remedial math courses passed
Degree program, 2003–04			
No degree	2.70	0.10	0.07
Certificate	2.28	0.10	0.08
Associate of Applied Science (A.A.S.)	3.15	0.07	0.06
Associate of Arts/Science (A.A. or A.S.)	1.69	0.05	0.05
Bachelor's degree	1.27	0.05	0.03
Dependency and family responsibilities, 2003–04			
Dependent	1.04	0.03	0.03
Independent			
Unmarried, no dependents	3.40	0.10	0.08
Unmarried, dependents	2.68	0.08	0.07
Married, with or without dependents	2.70	0.08	0.07
Attendance intensity through 2009			
Always full-time	1.34	0.04	0.03
Mixed	1.29	0.04	0.04
Always part-time	2.83	0.07	0.07
Worked while enrolled, 2003–04			
Did not work	1.34	0.05	0.04
Worked part time	1.34	0.04	0.03
Worked full time	1.85	0.06	0.05

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table 2-C.

REMEDIAL ENGLISH: Among 2003–04 first-time postsecondary students with transcripts, percentage who took a remedial English course, and of those, average number of remedial courses taken and passed, by demographic, high school, and postsecondary characteristics: 2009

Demographic, high school, and postsecondary characteristics	Percentage who took a remedial English course	Of those who took a remedial English course	
		Average number of remedial English courses taken	Average number of remedial English courses passed
Total	12.2	1.5	1.0
Sex			
Male	11.4	1.6	1.0
Female	12.9	1.5	1.1
Race/ethnicity ¹			
White	7.7	1.3	0.9
Black	25.1	1.8	1.2
Hispanic	18.9	1.6	1.1
Asian	12.1	1.4	1.1
Other or Two or more races	15.1	1.4	1.0
Highest education of parents, 2003–04 ²			
High school or less	17.4	1.5	1.0
Some postsecondary	10.9	1.6	1.1
Bachelor's degree or higher	8.3	1.5	1.0
Dependent student family income level, 2002			
Lowest (less than \$32,000)	17.8	1.7	1.1
Low middle (\$32,000–59,999)	10.2	1.4	1.0
High middle (\$60,000–91,999)	8.3	1.3	0.9
Highest (\$92,000 or more)	7.3	1.4	1.0
Age when first enrolled, 2003–04			
18 or younger	9.8	1.4	1.0
19	11.2	1.5	1.0
20–23	19.0	1.6	1.0
24 or older	14.7	1.6	1.1
Graduated from high school in 2003			
Yes	10.2	1.5	1.0
No	15.5	1.6	1.1
High school type			
No high school diploma or certificate	15.3	1.6	1.1
Public	11.9	1.5	1.0
Private	9.6	1.4	1.0
Attended a foreign high school	20.1	1.8	1.4 !
Highest level of math taken in high school ³			
None of the following	17.6	1.5	0.9
Algebra II	14.5	1.5	1.1
Trigonometry/Algebra II ⁴	10.3	1.6	1.0
Precalculus	9.1	1.4	1.1
Calculus	5.7	1.3	0.9

See notes at end of table.

National Center for Education Statistics

Table 2-C.

REMEDIAL ENGLISH: Among 2003–04 first-time postsecondary students with transcripts, percentage who took a remedial English course, and of those, average number of remedial courses taken and passed, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who took a remedial English course	Of those who took a remedial English course	
		Average number of remedial English courses taken	Average number of remedial English courses passed
SAT combined verbal and math score ⁵			
Low quartile (400–700)	31.2	1.6	1.1
Middle quartiles (710–1020)	12.4	1.5	1.0
High quartile (1030–1600)	4.1	1.3	0.9
SAT math score ⁵			
Low quartile (200–410)	22.2	1.5	1.1
Middle quartiles (420–570)	8.0	1.4	1.0
High quartile (580–800)	3.6	1.2	0.7
SAT verbal score ⁵			
Low quartile (200–420)	23.4	1.5	1.1
Middle quartiles (430–570)	6.9	1.4	1.0
High quartile (580–800)	3.5	1.2	0.7
High school grade point average ³			
Less than 2.50	19.3	1.5	1.0
2.50–2.99	15.7	1.5	1.0
3.00–3.49	11.5	1.5	1.1
3.50 or higher	4.9	1.3	0.9
Type of first institution attended			
4-year			
Public	6.5	1.4	1.0
Private nonprofit	9.2	1.6	1.2
For-profit	‡	1.5	1.3
2-year			
Public	16.5	1.5	1.0
Private nonprofit	31.9 !	1.3	1.1
For-profit	9.8 !	1.2	0.8
Less-than-2-year ⁶			
Public	‡	‡	‡
For-profit	14.3	1.6	1.2
Selectivity of public and private nonprofit 4-year institutions, 2003–04 ⁷			
Very selective	4.9	1.6	1.2
Moderately selective	7.3	1.6	1.1
Minimally selective	9.0 !	1.4	1.0
Open admission	15.8	1.2	1.0

See notes at end of table.

National Center for Education Statistics

Table 2-C.

REMEDIAL ENGLISH: Among 2003–04 first-time postsecondary students with transcripts, percentage who took a remedial English course, and of those, average number of remedial courses taken and passed, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who took a remedial English course	Of those who took a remedial English course	
		Average number of remedial English courses taken	Average number of remedial English courses passed
Degree program, 2003–04			
No degree	12.4	1.8	1.0
Certificate	13.5	1.5	1.2
Associate of Applied Science (A.A.S.)	19.3	1.5	1.0
Associate of Arts/Science (A.A. or A.S.)	15.8	1.5	1.0
Bachelor's degree	7.1	1.5	1.1
Dependency and family responsibilities, 2003–04 ⁸			
Dependent	11.1	1.5	1.0
Independent			
Unmarried, no dependents	16.6	1.5	1.0
Unmarried, dependents	16.3	1.7	1.1
Married, with or without dependents	13.5	1.4	1.1
Attendance intensity through 2009			
Always full-time	10.3	1.5	1.1
Mixed	13.7	1.6	1.0
Always part-time	15.8	1.3	0.9
Worked while enrolled, 2003–04 ⁹			
Did not work	11.7	1.5	1.1
Worked part time	11.3	1.5	1.0
Worked full time	15.0	1.5	1.0

! Interpret data with caution. The standard error for this estimate is equal to 30 percent or more of the estimate's value.

‡ Reporting standards not met.

¹ Black includes African American, Hispanic includes Latino, and Other or Two or more races includes American Indian, Alaska Native, Native Hawaiian/Other Pacific Islander, and respondents having origins in more than one race or in a race not listed. Race categories exclude Hispanic origin unless specified.

² Results exclude the 2.7 percent of students who did not know their parents' highest level of education.

³ Excludes the 20.6 percent of first-time postsecondary students who were age 24 or older when they began postsecondary education.

⁴ "Trigonometry/Algebra II" is mutually exclusive from "Algebra II."

⁵ Excludes the 20.6 percent of first-time postsecondary students who were age 24 or older when they began postsecondary education. Scores for students who took only the ACT were converted to the SAT scale.

⁶ Students in private nonprofit less-than-2-year institutions are included in the total but not shown separately.

⁷ Excludes the 59.3 percent of students who first attended for-profit or less-than-4-year institutions. Selectivity is on an index score based on the percentage of admitted students among those who applied and the combined SAT/ACT test scores reported by each institution. The index score (combined centile value of two measures) was divided into very selective, moderately selective, and minimally selective categories based on natural breaks in the distribution. Open admission formed a separate category.

⁸ Separated, widowed, or divorced students are included in the unmarried category.

⁹ The definition of work excludes school-related jobs (e.g., work-study or assistantships). Full-time status was defined as working 35 or more hours per week, and part-time status was defined as working less than 35 hours per week.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table S2-C.

Standard errors for table 2-C: REMEDIAL ENGLISH: Among 2003–04 first-time postsecondary students with transcripts, percentage who took a remedial English course, and of those, average number of remedial courses taken and passed, by demographic, high school, and postsecondary characteristics: 2009

Demographic, high school, and postsecondary characteristics	Percentage who took a remedial English course	Of those who took a remedial English course	
		Average number of remedial English courses taken	Average number of remedial English courses passed
Total	0.62	0.06	0.04
Sex			
Male	0.80	0.08	0.06
Female	0.73	0.06	0.05
Race/ethnicity			
White	0.53	0.04	0.05
Black	2.00	0.16	0.08
Hispanic	2.16	0.10	0.10
Asian	1.79	0.11	0.11
Other or Two or more races	2.15	0.08	0.11
Highest education of parents, 2003–04			
High school or less	1.08	0.05	0.06
Some postsecondary	1.00	0.11	0.07
Bachelor's degree or higher	0.74	0.10	0.08
Dependent student family income level, 2002			
Lowest (less than \$32,000)	1.55	0.12	0.08
Low middle (\$32,000–59,999)	0.97	0.07	0.06
High middle (\$60,000–91,999)	0.89	0.08	0.08
Highest (\$92,000 or more)	0.84	0.12	0.12
Age when first enrolled, 2003–04			
18 or younger	0.68	0.05	0.06
19	0.98	0.11	0.06
20–23	1.65	0.10	0.09
24 or older	1.37	0.11	0.10
Graduated from high school in 2003			
Yes	0.62	0.07	0.05
No	0.98	0.07	0.06
High school type			
No high school diploma or certificate	1.69	0.12	0.09
Public	0.68	0.06	0.05
Private	1.52	0.12	0.10
Attended a foreign high school	4.44	0.54	0.44
Highest level of math taken in high school			
None of the following	1.47	0.07	0.07
Algebra II	1.04	0.08	0.07
Trigonometry/Algebra II	1.06	0.10	0.07
Precalculus	1.09	0.11	0.09
Calculus	0.95	0.13	0.16

See notes at end of table.

National Center for Education Statistics

Table S2-C.

Standard errors for table 2-C: REMEDIAL ENGLISH: Among 2003–04 first-time postsecondary students with transcripts, percentage who took a remedial English course, and of those, average number of remedial courses taken and passed, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who took a remedial English course	Of those who took a remedial English course	
		Average number of remedial English courses taken	Average number of remedial English courses passed
SAT combined verbal and math score			
Low quartile (400–700)	3.14	0.11	0.08
Middle quartiles (710–1020)	0.88	0.09	0.07
High quartile (1030–1600)	0.56	0.09	0.10
SAT math score			
Low quartile (200–410)	1.66	0.10	0.07
Middle quartiles (420–570)	0.72	0.09	0.09
High quartile (580–800)	0.76	0.08	0.13
SAT verbal score			
Low quartile (200–420)	1.60	0.08	0.06
Middle quartiles (430–570)	0.63	0.11	0.10
High quartile (580–800)	0.67	0.09	0.14
High school grade point average			
Less than 2.50	1.85	0.10	0.07
2.50–2.99	1.45	0.11	0.08
3.00–3.49	0.92	0.07	0.06
3.50 or higher	0.61	0.09	0.12
Type of first institution attended			
4-year			
Public	0.70	0.07	0.06
Private nonprofit	1.90	0.25	0.20
For-profit	†	0.34	0.26
2-year			
Public	1.06	0.08	0.06
Private nonprofit	13.14	0.25	0.17
For-profit	4.24	0.13	0.23
Less-than-2-year			
Public	†	†	†
For-profit	2.08	0.11	0.15
Selectivity of public and private nonprofit 4-year institutions, 2003–04			
Very selective	1.05	0.22	0.15
Moderately selective	1.37	0.19	0.16
Minimally selective	2.78	0.15	0.11
Open admission	3.19	0.08	0.07

See notes at end of table.

National Center for Education Statistics

Table S2-C.

Standard errors for table 2-C: REMEDIAL ENGLISH: Among 2003–04 first-time postsecondary students with transcripts, percentage who took a remedial English course, and of those, average number of remedial courses taken and passed, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who took a remedial English course	Of those who took a remedial English course	
		Average number of remedial English courses taken	Average number of remedial English courses passed
Degree program, 2003–04			
No degree	2.16	0.21	0.22
Certificate	1.52	0.09	0.09
Associate of Applied Science (A.A.S.)	2.12	0.12	0.09
Associate of Arts/Science (A.A. or A.S.)	1.22	0.07	0.05
Bachelor's degree	0.85	0.12	0.10
Dependency and family responsibilities, 2003–04			
Dependent	0.67	0.07	0.05
Independent			
Unmarried, no dependents	2.72	0.10	0.08
Unmarried, dependents	1.94	0.15	0.15
Married, with or without dependents	1.54	0.10	0.08
Attendance intensity through 2009			
Always full-time	0.74	0.07	0.06
Mixed	0.90	0.07	0.06
Always part-time	2.26	0.10	0.11
Worked while enrolled, 2003–04			
Did not work	0.89	0.08	0.06
Worked part time	0.74	0.08	0.06
Worked full time	1.35	0.08	0.08

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table 3.

WITHDRAWALS AND REPEATS: Among 2003–04 first-time postsecondary students with transcripts, percentage with any withdrawals or repeated courses, and of those, average number of withdrawals or repeated courses and average ratio of withdrawals or repeated courses to attempted courses, by demographic, high school, and postsecondary characteristics: 2009

Demographic, high school, and postsecondary characteristics	Percentage who had at least one withdrawal	Of those with at least one withdrawal		Percentage who had at least one repeated course	Of those with at least one repeated course	
		Average number of withdrawals	Average ratio of withdrawals to attempted courses		Average number of repeated courses	Average ratio of courses repeated to attempted
Total	53.5	3.4	0.1	21.9	3.0	0.1
Sex						
Male	55.9	3.4	0.1	23.6	3.1	0.1
Female	51.7	3.4	0.1	20.6	3.0	0.1
Race/ethnicity ¹						
White	52.3	3.2	0.1	19.5	2.9	0.1
Black	56.4	3.5	0.2	26.4	3.2	0.1
Hispanic	55.0	3.9	0.2	26.4	2.9	0.1
Asian	56.3	3.6	0.1	26.6	3.4	0.1
Other or Two or more races	53.9	4.0	0.2	21.7	3.1	0.1
Highest education of parents, 2003–04 ²						
High school or less	49.7	3.3	0.2	19.8	3.0	0.1
Some postsecondary	57.4	3.4	0.1	23.3	2.8	0.1
Bachelor's degree or higher	54.4	3.4	0.1	23.1	3.1	0.1
Dependent student family income level, 2002						
Lowest (less than \$32,000)	56.8	3.6	0.1	26.5	3.1	0.1
Low middle (\$32,000–59,999)	56.9	3.4	0.1	26.1	3.0	0.1
High middle (\$60,000–91,999)	57.5	3.4	0.1	24.1	3.3	0.1
Highest (\$92,000 or more)	53.6	3.4	0.1	21.7	3.0	0.1
Age when first enrolled, 2003–04						
18 or younger	56.2	3.5	0.1	25.2	3.1	0.1
19	56.9	3.3	0.1	23.8	2.9	0.1
20–23	53.5	3.4	0.2	19.2	3.3	0.1
24 or older	43.4	3.1	0.2	13.8	2.4	0.1
Graduated from high school in 2003						
Yes	56.5	3.4	0.1	25.6	3.1	0.1
No	48.7	3.3	0.2	15.9	2.7	0.1
High school type						
No high school diploma or certificate	51.0	3.7	0.2	17.5	2.6	0.1
Public	54.4	3.3	0.1	22.6	3.0	0.1
Private	52.5	3.5	0.1	19.9	3.2	0.1
Attended a foreign high school	37.1	3.9	0.1	21.3	2.7	0.1

See notes at end of table.

National Center for Education Statistics

Table 3.

WITHDRAWALS AND REPEATS: Among 2003–04 first-time postsecondary students with transcripts, percentage with any withdrawals or repeated courses, and of those, average number of withdrawals or repeated courses and average ratio of withdrawals or repeated courses to attempted courses, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Of those with at least one withdrawal			Percentage who had at least one repeated course	Of those with at least one repeated course	
	Percentage who had at least one withdrawal	Average number of withdrawals	Average ratio of withdrawals to attempted courses		Average number of repeated courses	Average ratio of courses repeated to attempted
SAT combined verbal and math score ³						
Low quartile (400–700)	57.5	3.7	0.2	27.8	3.2	0.1
Middle quartiles (710–1020)	62.4	3.6	0.1	27.0	3.2	0.1
High quartile (1030–1600)	49.8	3.2	0.1	19.7	2.9	0.1
SAT math score ³						
Low quartile (200–410)	60.2	3.8	0.1	26.8	3.2	0.1
Middle quartiles (420–570)	60.3	3.4	0.1	24.9	3.1	0.1
High quartile (580–800)	44.9	3.1	0.1	18.9	2.9	0.1
SAT verbal score ³						
Low quartile (200–420)	59.4	3.7	0.2	30.0	3.2	0.1
Middle quartiles (430–570)	59.5	3.4	0.1	24.1	3.1	0.1
High quartile (580–800)	46.8	3.1	0.1	17.1	3.0	0.1
High school grade point average ⁴						
Less than 2.50	58.8	3.5	0.2	26.3	3.0	0.1
2.50–2.99	61.0	3.6	0.1	26.5	3.3	0.1
3.00–3.49	60.8	3.6	0.1	26.3	3.1	0.1
3.50 or higher	48.0	3.0	0.1	19.6	3.1	0.1
Type of first institution attended						
4-year						
Public	56.7	3.3	0.1	26.9	3.1	0.1
Private nonprofit	44.2	2.8	0.1	18.2	3.2	0.1
For-profit	49.5	3.1	0.2	22.5	3.2	0.1
2-year						
Public	61.6	3.7	0.2	22.7	2.8	0.1
Private nonprofit	43.0	3.1	0.1	26.2	3.6	0.1
For-profit	29.0	2.9	0.2	13.3 !	4.0	0.1
Less-than-2-year ⁵						
Public	14.7 !	1.9	0.2 !	2.8 !	‡	‡
For-profit	27.5	2.6	0.2	7.8	2.6	0.1
Selectivity of public and private nonprofit 4-year institutions, 2003–04 ⁶						
Very selective	40.4	3.2	0.1	20.7	3.4	0.1
Moderately selective	56.8	3.1	0.1	24.7	3.0	0.1
Minimally selective	52.2	3.0	0.1	25.2	3.4	0.1
Open admission	59.7	3.5	0.1	27.3	2.6	0.1

See notes at end of table.

National Center for Education Statistics

Table 3.

WITHDRAWALS AND REPEATS: Among 2003–04 first-time postsecondary students with transcripts, percentage with any withdrawals or repeated courses, and of those, average number of withdrawals or repeated courses and average ratio of withdrawals or repeated courses to attempted courses, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who had at least one withdrawal	Of those with at least one withdrawal		Percentage who had at least one repeated course	Of those with at least one repeated course	
		Average number of withdrawals	Average ratio of withdrawals to attempted courses		Average number of repeated courses	Average ratio of courses repeated to attempted
Degree program, 2003–04						
No degree	55.6	3.7	0.2	18.8	3.0	0.1
Certificate	27.8	2.6	0.2	6.4	2.9	0.1
Associate of Applied Science (A.A.S.)	51.0	3.3	0.2	21.4	2.8	0.1
Associate of Arts/Science (A.A. or A.S.)	64.8	3.7	0.2	25.2	2.9	0.1
Bachelor's degree	52.2	3.2	0.1	24.1	3.2	0.1
Dependency and family responsibilities, 2003–04 ⁷						
Dependent	56.4	3.4	0.1	24.6	3.1	0.1
Independent						
Unmarried, no dependents	48.4	3.5	0.2	16.6	2.5	0.1
Unmarried, dependents	50.1	3.4	0.2	15.2	2.8	0.1
Married, with or without dependents	40.0	2.8	0.2	12.6	2.4	0.1
Attendance intensity through 2009						
Always full-time	47.1	3.0	0.1	20.1	3.0	0.1
Mixed	64.1	3.9	0.1	27.1	3.1	0.1
Always part-time	42.2	2.4	0.2	9.2	1.6	0.1
Worked while enrolled, 2003–04 ⁸						
Did not work	51.6	3.3	0.1	22.3	3.0	0.1
Worked part time	56.4	3.5	0.1	23.6	3.0	0.1
Worked full time	51.0	3.2	0.2	17.6	2.9	0.1

! Interpret data with caution. The standard error for this estimate is equal to 30 percent or more of the estimate's value.

‡ Reporting standards not met.

¹ Black includes African American, Hispanic includes Latino, and Other or Two or more races includes American Indian, Alaska Native, Native Hawaiian/Other Pacific Islander, and respondents having origins in more than one race or in a race not listed. Race categories exclude Hispanic origin unless specified.

² Results exclude the 2.7 percent of students who did not know their parents' highest level of education.

³ Excludes the 20.6 percent of first-time postsecondary students who were age 24 or older when they began postsecondary education. Scores for students who took only the ACT were converted to the SAT scale.

⁴ Excludes the 20.6 percent of first-time postsecondary students who were age 24 or older when they began postsecondary education.

⁵ Students in private nonprofit less-than-2-year institutions are included in the total but not shown separately.

⁶ Excludes the 59.3 percent of students who first attended for-profit or less-than-4-year institutions. Selectivity is on an index score based on the percentage of admitted students among those who applied and the combined SAT/ACT test scores reported by each institution. The index score (combined centile value of two measures) was divided into very selective, moderately selective, and minimally selective categories based on natural breaks in the distribution. Open admission formed a separate category.

⁷ Separated, widowed, or divorced students are included in the unmarried category.

⁸ The definition of work excludes school-related jobs (e.g., work-study or assistantships). Full-time status was defined as working 35 or more hours per week, and part-time status was defined as working less than 35 hours per week.

NOTE: The ratio of withdrawals to attempted courses is the total number of courses withdrawn from over the total number attempted. The ratio of repeated to attempted courses is the total number of courses repeated over the total number attempted. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table S3.

Standard errors for table 3: WITHDRAWALS AND REPEATS: Among 2003–04 first-time postsecondary students with transcripts, percentage with any withdrawals or repeated courses, and of those, average number of withdrawals or repeated courses and average ratio of withdrawals or repeated courses to attempted courses, by demographic, high school, and postsecondary characteristics: 2009

Demographic, high school, and postsecondary characteristics	Percentage who had at least one withdrawal	Of those with at least one withdrawal		Percentage who had at least one repeated course	Of those with at least one repeated course	
		Average number of withdrawals	Average ratio of withdrawals to attempted courses		Average number of repeated courses	Average ratio of courses repeated to attempted
Total	0.86	0.06	#	0.78	0.09	#
Sex						
Male	1.15	0.09	0.01	0.98	0.12	#
Female	1.12	0.07	#	0.91	0.11	#
Race/ethnicity						
White	1.05	0.08	0.01	0.79	0.12	#
Black	2.45	0.14	0.01	2.31	0.18	0.01
Hispanic	2.01	0.15	0.01	1.57	0.16	0.01
Asian	2.63	0.29	0.01	2.27	0.27	0.01
Other or Two or more races	2.85	0.22	0.01	2.31	0.32	0.01
Highest education of parents, 2003–04						
High school or less	1.35	0.10	0.01	1.24	0.16	0.01
Some postsecondary	1.60	0.11	0.01	1.32	0.12	0.01
Bachelor's degree or higher	1.18	0.10	#	0.83	0.14	#
Dependent student family income level, 2002						
Lowest (less than \$32,000)	1.68	0.11	0.01	1.44	0.13	0.01
Low middle (\$32,000–59,999)	1.44	0.11	#	1.48	0.17	0.01
High middle (\$60,000–91,999)	1.49	0.14	0.01	1.34	0.20	#
Highest (\$92,000 or more)	1.51	0.14	0.01	1.22	0.20	0.01
Age when first enrolled, 2003–04						
18 or younger	1.14	0.08	#	1.02	0.10	#
19	1.39	0.11	#	0.99	0.15	0.01
20–23	1.90	0.19	0.01	1.60	0.30	0.01
24 or older	2.06	0.15	0.01	1.44	0.25	0.01
Graduated from high school in 2003						
Yes	0.98	0.07	#	0.84	0.10	#
No	1.42	0.10	0.01	1.03	0.16	0.01
High school type						
No high school diploma or certificate	2.51	0.20	0.01	1.69	0.20	0.01
Public	0.94	0.07	#	0.84	0.09	#
Private	1.82	0.18	0.01	1.53	0.29	0.01
Attended a foreign high school	3.93	0.68	0.03	3.21	0.37	0.01

See notes at end of table.

National Center for Education Statistics

Table S3.

Standard errors for table 3: WITHDRAWALS AND REPEATS: Among 2003–04 first-time postsecondary students with transcripts, percentage with any withdrawals or repeated courses, and of those, average number of withdrawals or repeated courses and average ratio of withdrawals or repeated courses to attempted courses, by demographic, high school, and postsecondary characteristics: 2009

—Continued

Demographic, high school, and postsecondary characteristics	Percentage who had at least one withdrawal	Of those with at least one withdrawal		Percentage who had at least one repeated course	Of those with at least one repeated course	
		Average number of withdrawals	Average ratio of withdrawals to attempted courses		Average number of repeated courses	Average ratio of courses repeated to attempted
SAT combined verbal and math score						
Low quartile (400–700)	3.04	0.21	0.01	2.71	0.24	0.01
Middle quartiles (710–1020)	1.20	0.10	0.01	1.19	0.14	0.01
High quartile (1030–1600)	1.14	0.08	#	0.85	0.14	#
SAT math score						
Low quartile (200–410)	1.85	0.15	0.01	1.67	0.24	0.01
Middle quartiles (420–570)	1.14	0.09	0.01	1.10	0.11	#
High quartile (580–800)	1.33	0.11	0.01	1.06	0.23	#
SAT verbal score						
Low quartile (200–420)	1.82	0.15	0.01	1.56	0.18	0.01
Middle quartiles (430–570)	1.20	0.09	#	1.00	0.13	#
High quartile (580–800)	1.47	0.11	0.01	1.01	0.26	0.01
High school grade point average						
Less than 2.50	2.04	0.16	0.01	1.72	0.18	0.01
2.50–2.99	1.91	0.13	0.01	1.57	0.17	0.01
3.00–3.49	1.13	0.11	#	1.26	0.14	#
3.50 or higher	1.29	0.10	#	0.87	0.21	0.01
Type of first institution attended						
4-year						
Public	1.29	0.10	#	1.09	0.13	#
Private nonprofit	1.75	0.11	#	1.61	0.28	#
For-profit	4.99	0.50	0.02	5.28	0.47	0.01
2-year						
Public	1.45	0.10	0.01	1.51	0.13	0.01
Private nonprofit	7.58	0.52	0.03	7.75	0.81	0.02
For-profit	4.94	0.32	0.06	4.20	0.98	0.03
Less-than-2-year						
Public	4.68	0.36	0.06	0.98	†	†
For-profit	3.02	0.15	0.03	1.57	0.35	0.02
Selectivity of public and private nonprofit 4-year institutions, 2003–04						
Very selective	1.61	0.22	#	1.97	0.32	#
Moderately selective	1.24	0.09	#	1.18	0.13	#
Minimally selective	3.67	0.26	0.01	4.48	0.48	0.01
Open admission	4.23	0.36	0.02	4.60	0.22	0.01

See notes at end of table.

National Center for Education Statistics

Table S3.

Standard errors for table 3: WITHDRAWALS AND REPEATS: Among 2003–04 first-time postsecondary students with transcripts, percentage with any withdrawals or repeated courses, and of those, average number of withdrawals or repeated courses and average ratio of withdrawals or repeated courses to attempted courses, by demographic, high school, and postsecondary characteristics: 2009

—Continued

Demographic, high school, and postsecondary characteristics	Percentage who had at least one withdrawal	Of those with at least one withdrawal		Percentage who had at least one repeated course	Of those with at least one repeated course	
		Average number of withdrawals	Average ratio of withdrawals to attempted courses		Average number of repeated courses	Average ratio of courses repeated to attempted
Degree program, 2003–04						
No degree	2.69	0.22	0.01	2.25	0.26	0.01
Certificate	2.30	0.13	0.02	0.99	0.61	0.02
Associate of Applied Science (A.A.S.)	2.57	0.16	0.01	1.96	0.28	0.01
Associate of Arts/Science (A.A. or A.S.)	1.68	0.11	0.01	1.82	0.15	0.01
Bachelor's degree	1.12	0.08	#	0.84	0.13	#
Dependency and family responsibilities, 2003–04						
Dependent	0.92	0.07	#	0.83	0.10	#
Independent						
Unmarried, no dependents	3.19	0.21	0.02	2.50	0.27	0.02
Unmarried, dependents	2.74	0.20	0.02	1.63	0.36	0.01
Married, with or without dependents	2.68	0.18	0.01	1.69	0.19	0.02
Attendance intensity through 2009						
Always full-time	0.97	0.07	#	0.81	0.12	#
Mixed	1.10	0.10	#	1.30	0.12	#
Always part-time	2.90	0.15	0.01	1.46	0.16	0.02
Worked while enrolled, 2003–04						
Did not work	1.20	0.10	0.01	0.97	0.11	#
Worked part time	1.07	0.10	#	1.06	0.12	#
Worked full time	1.95	0.13	0.01	1.22	0.20	0.01

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table 4.

STEM CREDITS: Among 2003–04 first-time postsecondary students with transcripts, percentage who attempted any STEM (science, technology, engineering, and mathematics) credits, and of those, the median and average number of credits attempted and earned and the average STEM grade point average earned, by demographic, high school, and postsecondary characteristics: 2009

Demographic, high school, and postsecondary characteristics	Percentage who attempted any STEM credits	Of those who attempted any STEM credits				
		Median STEM credits attempted	Average STEM credits attempted	Median STEM credits earned	Average STEM credits earned	Average STEM grade point average
Total	89.7	17.0	25.6	13.3	21.4	2.6
Sex						
Male	89.7	18.8	30.3	15.0	25.4	2.5
Female	89.7	15.0	22.0	12.3	18.4	2.7
Race/ethnicity ¹						
White	91.1	17.0	26.0	14.0	22.4	2.7
Black	85.9	14.7	20.7	10.0	15.4	2.2
Hispanic	87.1	15.8	23.1	11.7	18.0	2.4
Asian	93.5	26.0	39.8	21.7	34.6	2.8
Other or Two or more races	87.5	15.0	26.1	12.0	21.4	2.4
Highest education of parents, 2003–04 ²						
High school or less	85.4	14.0	20.8	10.7	16.6	2.5
Some postsecondary	91.0	17.0	24.5	13.0	20.0	2.5
Bachelor's degree or higher	93.0	18.9	30.3	15.8	26.4	2.7
Dependent student family income level, 2002						
Lowest (less than \$32,000)	91.2	16.8	25.4	12.8	20.1	2.4
Low middle (\$32,000–59,999)	93.7	18.8	27.5	15.0	22.9	2.5
High middle (\$60,000–91,999)	94.3	19.8	29.8	15.3	25.7	2.6
Highest (\$92,000 or more)	95.4	19.0	30.2	16.0	26.7	2.7
Age when first enrolled, 2003–04						
18 or younger	94.5	18.9	28.7	15.0	24.4	2.6
19	93.8	18.7	28.0	15.0	23.6	2.5
20–23	83.5	13.5	20.2	10.0	15.9	2.5
24 or older	77.8	10.7	17.0	8.0	13.8	2.8
Graduated from high school in 2003						
Yes	95.0	18.9	28.8	15.0	24.5	2.6
No	81.2	12.0	19.5	9.0	15.7	2.6
High school type						
No high school diploma or certificate	80.1	11.7	18.0	7.8	13.1	2.5
Public	90.5	17.0	25.8	13.9	21.7	2.6
Private	93.1	17.0	26.8	14.0	23.2	2.7
Attended a foreign high school	85.9	24.8	36.0	22.0	32.1	3.0

See notes at end of table.

National Center for Education Statistics

Table 4.

STEM CREDITS: Among 2003–04 first-time postsecondary students with transcripts, percentage who attempted any STEM (science, technology, engineering, and mathematics) credits, and of those, the median and average number of credits attempted and earned and the average STEM grade point average earned, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who attempted any STEM credits	Of those who attempted any STEM credits				
		Median STEM credits attempted	Average STEM credits attempted	Median STEM credits earned	Average STEM credits earned	Average STEM grade point average
Highest level of math taken in high school ³						
None of the following	87.0	13.9	20.0	9.0	14.5	2.2
Algebra II	90.0	15.8	21.5	12.0	16.7	2.4
Trigonometry/Algebra II ⁴	93.4	17.7	25.6	14.0	21.4	2.5
Precalculus	95.6	19.8	29.6	16.0	25.4	2.6
Calculus	97.8	26.7	42.0	23.0	38.9	3.0
SAT combined verbal and math score ⁵						
Low quartile (400–700)	90.5	16.0	21.0	9.3	14.6	2.0
Middle quartiles (710–1020)	94.3	17.5	24.4	13.8	19.4	2.4
High quartile (1030–1600)	96.7	21.0	34.3	18.0	31.2	2.9
SAT math score ⁵						
Low quartile (200–410)	92.4	16.0	21.2	11.0	15.4	2.2
Middle quartiles (420–570)	94.9	17.5	26.3	15.0	22.0	2.5
High quartile (580–800)	98.0	24.0	39.7	21.8	36.8	3.0
SAT verbal score ⁵						
Low quartile (200–420)	92.4	17.4	23.9	12.0	18.1	2.2
Middle quartiles (430–570)	95.6	18.9	28.7	15.8	24.5	2.6
High quartile (580–800)	96.8	19.5	33.1	17.0	30.4	2.9
High school grade point average ³						
Less than 2.50	85.0	13.5	19.0	8.7	13.8	2.1
2.50–2.99	91.1	16.2	23.2	12.0	17.6	2.2
3.00–3.49	94.5	17.7	26.3	14.0	21.5	2.4
3.50 or higher	96.7	21.0	34.0	18.8	31.1	2.9
Type of first institution attended						
4-year						
Public	97.0	21.0	33.0	17.9	28.5	2.6
Private nonprofit	96.6	15.8	27.7	14.0	25.4	2.8
For-profit	90.2	12.0	22.3	9.0	18.7	2.6
2-year						
Public	87.8	15.7	21.8	11.0	16.7	2.4
Private nonprofit	95.8	16.0	23.6	12.0	19.7	2.7
For-profit	76.5	11.7	19.0	9.6	16.4	2.7
Less-than-2-year ⁶						
Public	61.6	5.9	10.7	5.2	9.6	2.9
For-profit	59.8	6.0	10.9	5.6	9.5	2.9

See notes at end of table.

National Center for Education Statistics

Table 4.

STEM CREDITS: Among 2003–04 first-time postsecondary students with transcripts, percentage who attempted any STEM (science, technology, engineering, and mathematics) credits, and of those, the median and average number of credits attempted and earned and the average STEM grade point average earned, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who attempted any STEM credits	Of those who attempted any STEM credits				
		Median STEM credits attempted	Average STEM credits attempted	Median STEM credits earned	Average STEM credits earned	Average STEM grade point average
Selectivity of public and private nonprofit 4-year institutions, 2003–04 ⁷						
Very selective	98.1	21.5	37.2	18.8	34.3	2.9
Moderately selective	97.2	19.0	30.8	16.0	26.9	2.6
Minimally selective	96.2	16.0	24.7	12.8	20.6	2.5
Open admission	91.7	17.0	22.7	14.3	18.3	2.4
Degree program, 2003–04						
No degree	82.3	14.3	21.7	10.8	16.9	2.5
Certificate	64.9	6.6	11.7	5.8	9.8	2.7
Associate of Applied Science (A.A.S.)	87.2	15.7	22.0	11.7	17.6	2.6
Associate of Arts/Science (A.A. or A.S.)	90.9	16.7	22.6	11.9	17.3	2.4
Bachelor's degree	97.1	19.0	31.5	16.0	27.8	2.7
Dependency and family responsibilities, 2003–04 ⁸						
Dependent	93.6	18.8	28.3	15.0	23.9	2.5
Independent						
Unmarried, no dependents	79.4	12.0	20.1	9.0	16.1	2.7
Unmarried, dependents	78.0	9.0	13.9	6.0	10.2	2.5
Married, with or without dependents	80.4	12.0	18.0	9.8	15.1	2.9
Attendance intensity through 2009						
Always full-time	91.8	17.0	27.9	14.3	24.6	2.7
Mixed	92.3	18.0	25.2	13.8	19.8	2.5
Always part-time	68.3	8.0	11.8	6.0	9.0	2.6
Worked while enrolled, 2003–04 ⁹						
Did not work	91.0	18.0	29.0	14.8	25.1	2.7
Worked part time	92.1	17.0	25.5	13.9	21.1	2.5
Worked full time	82.9	13.4	19.3	10.0	15.2	2.5

See notes at end of table.

National Center for Education Statistics

Table 4.

STEM CREDITS: Among 2003–04 first-time postsecondary students with transcripts, percentage who attempted any STEM (science, technology, engineering, and mathematics) credits, and of those, the median and average number of credits attempted and earned and the average STEM grade point average earned, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who attempted any STEM credits	Of those who attempted any STEM credits				
		Median STEM credits attempted	Average STEM credits attempted	Median STEM credits earned	Average STEM credits earned	Average STEM grade point average
Field of study in first year						
STEM (science, technology, engineering, math)						
Math	93.9	49.5	48.1	44.0	44.9	2.9
Sciences (biological, physical, technologies)	98.1	52.0	55.0	44.3	49.6	2.7
Engineering	95.6	56.0	67.8	48.0	60.3	2.7
Computer and information sciences	91.7	34.7	41.4	27.0	34.6	2.6
Non-STEM fields	89.1	14.7	20.0	12.0	16.4	2.6
Undeclared or not in degree program	88.5	15.8	22.5	12.0	18.4	2.6

! Interpret data with caution. The standard error for this estimate is equal to 30 percent or more of the estimate's value.

¹ Black includes African American, Hispanic includes Latino, and Other or Two or more races includes American Indian, Alaska Native, Native Hawaiian/Other Pacific Islander, and respondents having origins in more than one race or in a race not listed. Race categories exclude Hispanic origin unless specified.

² Results exclude the 2.7 percent of students who did not know their parents' highest level of education.

³ Excludes the 20.6 percent of first-time postsecondary students who were age 24 or older when they began postsecondary education.

⁴ "Trigonometry/Algebra II" is mutually exclusive from "Algebra II."

⁵ Excludes the 20.6 percent of first-time postsecondary students who were age 24 or older when they began postsecondary education. Scores for students who took only the ACT were converted to the SAT scale.

⁶ Students in private nonprofit less-than-2-year institutions are included in the total but not shown separately.

⁷ Excludes the 59.3 percent of students who first attended for-profit or less-than-4-year institutions. Selectivity is on an index score based on the percentage of admitted students among those who applied and the combined SAT/ACT test scores reported by each institution. The index score (combined centile value of two measures) was divided into very selective, moderately selective, and minimally selective categories based on natural breaks in the distribution. Open admission formed a separate category.

⁸ Separated, widowed, or divorced students are included in the unmarried category.

⁹ The definition of work excludes school-related jobs (e.g., work-study or assistantships). Full-time status was defined as working 35 or more hours per week, and part-time status was defined as working less than 35 hours per week.

NOTE: "STEM" is an acronym for science, technology, engineering, and mathematics. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table S4.

Standard errors for table 4: STEM CREDITS: Among 2003–04 first-time postsecondary students with transcripts, percentage who attempted any STEM (science, technology, engineering, and mathematics) credits, and of those, the median and average number of credits attempted and earned and the average STEM grade point average earned, by demographic, high school, and postsecondary characteristics: 2009

Demographic, high school, and postsecondary characteristics	Percentage who attempted any STEM credits	Of those who attempted any STEM credits				
		Median STEM credits attempted	Average STEM credits attempted	Median STEM credits earned	Average STEM credits earned	Average STEM grade point average
Total	0.52	0.47	0.43	0.42	0.37	0.02
Sex						
Male	0.70	0.87	0.81	0.64	0.71	0.02
Female	0.74	0.50	0.38	0.48	0.35	0.02
Race/ethnicity						
White	0.58	0.53	0.47	0.32	0.42	0.02
Black	1.46	0.83	0.85	0.89	0.71	0.05
Hispanic	1.53	0.84	1.53	0.83	1.32	0.04
Asian	1.18	1.55	1.59	1.49	1.53	0.05
Other or Two or more races	1.78	0.94	1.52	0.85	1.41	0.07
Highest education of parents, 2003–04						
High school or less	1.01	0.54	0.59	0.61	0.52	0.04
Some postsecondary	0.86	0.69	0.67	0.53	0.62	0.03
Bachelor's degree or higher	0.64	0.52	0.64	0.44	0.57	0.02
Dependent student family income level, 2002						
Lowest (less than \$32,000)	0.94	0.72	0.97	0.61	0.79	0.04
Low middle (\$32,000–59,999)	0.67	0.70	0.71	0.51	0.68	0.03
High middle (\$60,000–91,999)	0.70	0.74	0.80	0.61	0.78	0.02
Highest (\$92,000 or more)	0.79	0.71	0.86	0.52	0.80	0.04
Age when first enrolled, 2003–04						
18 or younger	0.44	0.68	0.65	0.40	0.57	0.02
19	0.58	0.61	0.65	0.52	0.60	0.03
20–23	1.46	1.07	0.87	0.84	0.80	0.05
24 or older	1.51	0.77	0.83	0.64	0.74	0.06
Graduated from high school in 2003						
Yes	0.38	0.53	0.52	0.39	0.46	0.02
No	1.06	0.66	0.62	0.42	0.55	0.03
High school type						
No high school diploma or certificate	1.99	1.16	0.97	0.75	0.83	0.07
Public	0.56	0.45	0.43	0.51	0.38	0.02
Private	1.17	0.76	1.24	0.65	1.11	0.04
Attended a foreign high school	2.83	3.27	2.55	2.90	2.36	0.09

See notes at end of table.

National Center for Education Statistics

Table S4.

Standard errors for table 4: STEM CREDITS: Among 2003–04 first-time postsecondary students with transcripts, percentage who attempted any STEM (science, technology, engineering, and mathematics) credits, and of those, the median and average number of credits attempted and earned and the average STEM grade point average earned, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who attempted any STEM credits	Of those who attempted any STEM credits				
		Median STEM credits attempted	Average STEM credits attempted	Median STEM credits earned	Average STEM credits earned	Average STEM grade point average
Highest level of math taken in high school						
None of the following	1.34	0.78	0.82	0.60	0.79	0.06
Algebra II	0.79	0.64	0.56	0.51	0.50	0.03
Trigonometry/Algebra II	0.97	0.67	0.86	0.54	0.76	0.04
Precalculus	0.74	0.60	0.86	0.64	0.80	0.03
Calculus	0.38	1.17	0.96	1.01	0.90	0.03
SAT combined verbal and math score						
Low quartile (400–700)	1.46	1.06	1.08	1.00	0.96	0.07
Middle quartiles (710–1020)	0.53	0.52	0.60	0.38	0.53	0.02
High quartile (1030–1600)	0.44	0.58	0.59	0.36	0.57	0.02
SAT math score						
Low quartile (200–410)	0.79	0.70	0.70	0.58	0.58	0.04
Middle quartiles (420–570)	0.55	0.60	0.63	0.43	0.56	0.02
High quartile (580–800)	0.32	0.96	0.82	0.87	0.78	0.02
SAT verbal score						
Low quartile (200–420)	0.80	0.65	0.72	0.66	0.68	0.04
Middle quartiles (430–570)	0.49	0.65	0.68	0.51	0.60	0.02
High quartile (580–800)	0.50	0.79	0.72	0.64	0.72	0.03
High school grade point average						
Less than 2.50	1.46	0.81	0.71	0.57	0.65	0.04
2.50–2.99	1.18	0.99	0.94	0.68	0.83	0.04
3.00–3.49	0.50	0.59	0.82	0.41	0.73	0.02
3.50 or higher	0.49	0.67	0.60	0.49	0.56	0.02
Type of first institution attended						
4-year						
Public	0.40	0.49	0.55	0.57	0.54	0.03
Private nonprofit	0.55	0.73	1.58	0.56	1.39	0.03
For-profit	4.14	1.85	4.30	2.03	3.93	0.13
2-year						
Public	0.84	0.77	0.55	0.65	0.44	0.03
Private nonprofit	4.62	4.35	5.39	4.29	4.84	0.23
For-profit	6.30	3.79	3.26	2.88	2.86	0.14
Less-than-2-year						
Public	8.92	1.20	1.18	0.79	1.08	0.12
For-profit	3.67	0.47	0.77	0.65	0.78	0.06

See notes at end of table.

National Center for Education Statistics

Table S4.

Standard errors for table 4: STEM CREDITS: Among 2003–04 first-time postsecondary students with transcripts, percentage who attempted any STEM (science, technology, engineering, and mathematics) credits, and of those, the median and average number of credits attempted and earned and the average STEM grade point average earned, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who attempted any STEM credits	Of those who attempted any STEM credits				
		Median STEM credits attempted	Average STEM credits attempted	Median STEM credits earned	Average STEM credits earned	Average STEM grade point average
Selectivity of public and private nonprofit 4-year institutions, 2003–04						
Very selective	0.54	0.97	1.08	0.52	1.03	0.03
Moderately selective	0.38	0.64	1.15	0.52	0.98	0.02
Minimally selective	1.22	1.41	2.09	1.37	2.00	0.09
Open admission	2.36	1.95	2.12	1.60	1.94	0.10
Degree program, 2003–04						
No degree	1.90	0.99	1.27	1.05	1.13	0.07
Certificate	2.60	0.49	0.72	0.45	0.69	0.10
Associate of Applied Science (A.A.S.)	0.87	0.96	0.60	0.56	0.53	0.03
Associate of Arts/Science (A.A. or A.S.)	1.78	1.42	1.30	1.22	1.15	0.05
Bachelor's degree	0.35	0.34	0.67	0.38	0.60	0.02
Dependency and family responsibilities, 2003–04						
Dependent	0.39	0.52	0.50	0.25	0.44	0.02
Independent						
Unmarried, no dependents	2.36	1.11	1.36	0.90	1.22	0.07
Unmarried, dependents	2.39	0.77	0.77	0.26	0.67	0.06
Married, with or without dependents	2.03	1.16	1.08	0.97	1.00	0.09
Attendance intensity through 2009						
Always full-time	0.71	0.37	0.58	0.47	0.53	0.03
Mixed	0.62	0.54	0.51	0.37	0.44	0.02
Always part-time	2.36	0.68	0.69	0.51	0.64	0.07
Worked while enrolled, 2003–04						
Did not work	0.76	0.35	0.64	0.34	0.60	0.03
Worked part time	0.60	0.66	0.52	0.56	0.45	0.03
Worked full time	1.32	0.69	0.66	0.74	0.61	0.04
Field of study in first year						
STEM (science, technology, engineering, math)						
Math	4.18	6.41	6.72	8.39	6.87	0.17
Sciences (biological, physical, technologies)	0.65	4.54	2.01	4.67	1.98	0.06
Engineering	1.19	6.66	3.73	5.62	3.33	0.05
Computer and information sciences	2.70	2.37	2.20	2.51	1.97	0.07
Non-STEM fields	0.68	0.32	0.34	0.25	0.31	0.02
Undeclared or not in degree program	0.78	0.53	0.49	0.36	0.44	0.03

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table 5.

COLLEGE-LEVEL MATH CREDIT: Among 2003–04 first-time postsecondary students with transcripts, percentage who attempted any college-level math credits, and among those, the median and average number of credits attempted and earned and the average math grade point average earned, by demographic, high school, and postsecondary characteristics: 2009

Demographic, high school, and postsecondary characteristics	Percentage who attempted any college-level math credits	Of those who attempted any college-level math credits ¹				
		Median math credits attempted	Average math credits attempted	Median math credits earned	Average math credits earned	Average math grade point average
Total	56.4	4.0	5.9	3.0	4.6	2.6
Sex						
Male	57.9	5.3	6.1	3.3	4.7	2.5
Female	55.3	4.0	5.7	3.0	4.5	2.7
Race/ethnicity ²						
White	58.8	4.0	5.8	3.0	4.7	2.7
Black	52.5	4.0	5.4	3.0	3.8	2.3
Hispanic	48.6	5.7	6.3	3.5	4.7	2.4
Asian	60.1	5.7	6.7	4.8	5.7	3.0
Other or Two or more races	56.2	4.0	6.0	3.0	4.8	2.5
Highest education of parents, 2003–04 ³						
High school or less	48.2	4.0	5.6	3.0	4.3	2.5
Some postsecondary	59.9	4.8	5.8	3.0	4.5	2.6
Bachelor's degree or higher	62.1	5.0	6.0	3.8	5.0	2.7
Dependent student family income level, 2002						
Lowest (less than \$32,000)	56.9	5.0	5.9	3.0	4.5	2.5
Low middle (\$32,000–59,999)	61.8	5.7	6.1	3.3	4.8	2.6
High middle (\$60,000–91,999)	66.3	5.3	6.2	3.0	5.0	2.6
Highest (\$92,000 or more)	64.9	4.0	5.8	3.0	4.9	2.8
Age when first enrolled, 2003–04						
18 or younger	63.9	5.3	6.0	3.0	4.8	2.6
19	63.0	5.3	6.1	3.0	4.9	2.6
20–23	43.7	4.0	5.5	3.0	4.2	2.6
24 or older	39.8	3.2	5.1	3.0	3.8	2.7
Graduated from high school in 2003						
Yes	64.8	5.3	6.0	3.0	4.8	2.6
No	43.0	3.8	5.4	3.0	4.2	2.6
High school type						
No high school diploma or certificate	39.1	4.0	5.5	3.0	3.7	2.4
Public	57.6	4.7	5.9	3.0	4.7	2.6
Private	61.0	4.0	5.8	3.0	4.7	2.6
Attended a foreign high school	62.7	5.0	6.0	3.3	5.2	3.0

See notes at end of table.

National Center for Education Statistics

Table 5.

COLLEGE-LEVEL MATH CREDIT: Among 2003–04 first-time postsecondary students with transcripts, percentage who attempted any college-level math credits, and among those, the median and average number of credits attempted and earned and the average math grade point average earned, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who attempted any college-level math credits	Of those who attempted any college-level math credits ¹				
		Median math credits attempted	Average math credits attempted	Median math credits earned	Average math credits earned	Average math grade point average
Highest level of math taken in high school ⁴						
None of the following	46.4	4.0	5.7	3.0	4.1	2.2
Algebra II	55.3	5.3	5.9	3.0	4.4	2.4
Trigonometry/Algebra II ⁵	66.4	5.7	6.1	3.8	4.8	2.6
Precalculus	68.7	5.0	6.0	3.0	4.9	2.7
Calculus	66.0	4.0	6.2	3.5	5.6	3.0
SAT combined verbal and math score ⁶						
Low quartile (400–700)	54.3	5.1	6.1	3.0	3.9	2.1
Middle quartiles (710–1020)	66.2	5.7	6.1	3.0	4.7	2.4
High quartile (1030–1600)	65.9	4.0	6.0	3.7	5.2	2.9
SAT math score ⁶						
Low quartile (200-410)	58.0	5.1	6.0	3.0	4.2	2.2
Middle quartiles (420-570)	68.5	5.6	6.0	3.4	4.8	2.6
High quartile (580-800)	64.6	4.0	6.2	3.8	5.6	3.1
SAT verbal score ⁶						
Low quartile (200-420)	61.3	5.7	6.2	3.0	4.5	2.3
Middle quartiles (430-570)	68.2	5.0	6.0	3.0	4.9	2.7
High quartile (580-800)	62.6	4.0	5.9	3.0	5.1	2.9
High school grade point average ⁴						
Less than 2.50	50.1	5.0	5.8	3.0	3.9	2.1
2.50–2.99	54.8	5.7	6.3	3.0	4.5	2.3
3.00–3.49	64.4	5.3	6.0	3.0	4.7	2.5
3.50 or higher	66.8	4.0	5.9	3.8	5.3	3.0
Type of first institution attended						
4-year						
Public	71.7	5.6	6.1	3.0	4.9	2.6
Private nonprofit	65.2	3.7	5.5	3.0	4.9	2.8
For-profit	57.3	4.0	5.6	3.0	4.5	2.7
2-year						
Public	51.3	4.8	6.0	3.0	4.4	2.5
Private nonprofit	53.6	3.0	4.5	3.0	3.6	2.7
For-profit	37.0	5.0	4.9	3.0	3.8	2.6
Less-than-2-year ⁷						
Public	19.4	3.0	3.6	2.7	2.7	2.3
For-profit	14.7	3.0	4.4	3.0	3.8	3.2

See notes at end of table.

National Center for Education Statistics

Table 5.

COLLEGE-LEVEL MATH CREDIT: Among 2003–04 first-time postsecondary students with transcripts, percentage who attempted any college-level math credits, and among those, the median and average number of credits attempted and earned and the average math grade point average earned, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who attempted any college-level math credits	Of those who attempted any college-level math credits ¹				
		Median math credits attempted	Average math credits attempted	Median math credits earned	Average math credits earned	Average math grade point average
Selectivity of public and private nonprofit 4-year institutions, 2003–04 ⁸						
Very selective	65.6	3.7	6.0	3.7	5.3	3.0
Moderately selective	71.3	4.8	5.9	3.0	4.8	2.6
Minimally selective	72.3	5.3	5.7	3.0	4.5	2.5
Open admission	67.0	5.6	6.2	3.3	4.8	2.4
Degree program, 2003–04						
No degree	41.0	4.0	5.7	3.0	4.3	2.6
Certificate	21.8	3.0	4.2	3.0	3.3	2.6
Associate of Applied Science (A.A.S.)	51.6	4.0	5.4	3.0	4.0	2.6
Associate of Arts/Science (A.A. or A.S.)	56.5	5.3	6.1	3.0	4.5	2.5
Bachelor's degree	69.6	4.0	5.9	3.0	5.0	2.7
Dependency and family responsibilities, 2003–04 ⁹						
Dependent	62.5	5.0	6.0	3.0	4.8	2.6
Independent						
Unmarried, no dependents	40.8	3.3	5.6	3.0	4.1	2.7
Unmarried, dependents	36.7	3.0	4.8	3.0	3.5	2.5
Married, with or without dependents	43.7	3.6	5.3	3.0	4.1	2.7
Attendance intensity through 2009						
Always full-time	60.0	4.0	5.7	3.0	4.8	2.7
Mixed	58.9	5.3	6.1	3.0	4.5	2.5
Always part-time	28.3	4.0	5.1	3.0	3.5	2.6
Worked while enrolled, 2003–04 ¹⁰						
Did not work	58.5	4.0	5.9	3.0	4.8	2.7
Worked part time	58.5	4.0	5.9	3.0	4.7	2.6
Worked full time	48.7	4.8	5.5	3.0	4.1	2.5

See notes at end of table.

National Center for Education Statistics

Table 5.

COLLEGE-LEVEL MATH CREDIT: Among 2003–04 first-time postsecondary students with transcripts, percentage who attempted any college-level math credits, and among those, the median and average number of credits attempted and earned and the average math grade point average earned, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who attempted any college-level math credits	Of those who attempted any college-level math credits ¹				
		Median math credits attempted	Average math credits attempted	Median math credits earned	Average math credits earned	Average math grade point average
Field of study in first year						
STEM (science, technology, engineering, math)						
Math	76.9	12.8	13.6	12.0	12.7	2.9
Sciences (biological, physical, technologies)	68.1	5.4	6.0	3.8	5.0	2.7
Engineering	71.5	5.7	6.7	4.0	5.5	2.6
Computer and information sciences	66.9	5.3	6.8	5.0	5.3	2.6
Non-STEM fields	57.0	4.0	5.7	3.0	4.5	2.6
Undeclared or not in degree program	50.2	4.0	5.6	3.0	4.4	2.6

! Interpret data with caution. The standard error for this estimate is equal to 30 percent or more of the estimate's value.

¹ College-level math classes include, but are not limited to Algebra and Number Theory, Geometry, Computational Mathematics, Financial Mathematics, and Calculus.

² Black includes African American, Hispanic includes Latino, and Other or Two or more races includes American Indian, Alaska Native, Native Hawaiian/Other Pacific Islander, and respondents having origins in more than one race or in a race not listed. Race categories exclude Hispanic origin unless specified.

³ Results exclude the 2.7 percent of students who did not know their parents' highest level of education.

⁴ Excludes the 20.6 percent of first-time postsecondary students who were age 24 or older when they began postsecondary education.

⁵ "Trigonometry/Algebra II" is mutually exclusive from "Algebra II."

⁶ Excludes the 20.6 percent of first-time postsecondary students who were age 24 or older when they began postsecondary education. Scores for students who took only the ACT were converted to the SAT scale.

⁷ Students in private nonprofit less-than-2-year institutions are included in the total but not shown separately.

⁸ Excludes the 59.3 percent of students who first attended for-profit or less-than-4-year institutions. Selectivity is on an index score based on the percentage of admitted students among those who applied and the combined SAT/ACT test scores reported by each institution. The index score (combined centile value of two measures) was divided into very selective, moderately selective, and minimally selective categories based on natural breaks in the distribution. Open admission formed a separate category.

⁹ Separated, widowed, or divorced students are included in the unmarried category.

¹⁰ The definition of work excludes school-related jobs (e.g., work-study or assistantships). Full-time status was defined as working 35 or more hours per week, and part-time status was defined as working less than 35 hours per week.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table S5.

Standard errors for table 5: COLLEGE-LEVEL MATH CREDIT: Among 2003–04 first-time postsecondary students with transcripts, percentage who attempted any college-level math credits, and among those, the median and average number of credits attempted and earned and the average math grade point average earned, by demographic, high school, and postsecondary characteristics: 2009

Demographic, high school, and postsecondary characteristics	Percentage who attempted any college-level math credits	Of those who attempted any college-level math credits				
		Median math credits attempted	Average math credits attempted	Median math credits earned	Average math credits earned	Average math grade point average
Total	0.90	0.64	0.09	#	0.07	0.03
Sex						
Male	1.31	0.24	0.10	0.33	0.09	0.04
Female	1.02	0.13	0.11	#	0.09	0.03
Race/ethnicity						
White	1.09	0.30	0.10	0.09	0.08	0.03
Black	2.22	0.61	0.17	#	0.17	0.07
Hispanic	2.11	0.44	0.26	0.38	0.21	0.07
Asian	2.60	0.43	0.35	0.60	0.25	0.06
Other or Two or more races	2.44	0.89	0.28	0.37	0.29	0.11
Highest education of parents, 2003–04						
High school or less	1.44	0.30	0.16	#	0.15	0.06
Some postsecondary	1.49	0.55	0.13	0.09	0.11	0.04
Bachelor's degree or higher	1.09	0.49	0.11	0.44	0.09	0.03
Dependent student family income level, 2002						
Lowest (less than \$32,000)	1.57	0.48	0.17	0.31	0.13	0.05
Low middle (\$32,000–59,999)	1.55	0.45	0.14	0.34	0.11	0.05
High middle (\$60,000–91,999)	1.71	0.39	0.13	0.50	0.12	0.04
Highest (\$92,000 or more)	1.45	0.34	0.12	0.29	0.11	0.04
Age when first enrolled, 2003–04						
18 or younger	1.03	0.45	0.10	0.34	0.08	0.03
19	1.25	0.50	0.12	0.29	0.11	0.04
20–23	2.02	0.33	0.21	0.24	0.18	0.08
24 or older	2.01	0.38	0.24	#	0.24	0.11
Graduated from high school in 2003						
Yes	0.96	0.42	0.08	0.30	0.06	0.02
No	1.47	0.34	0.19	0.01	0.17	0.06
High school type						
No high school diploma or certificate	2.41	0.66	0.29	0.10	0.24	0.12
Public	1.04	0.47	0.08	0.11	0.07	0.03
Private	1.85	0.69	0.23	0.12	0.19	0.05
Attended a foreign high school	3.73	1.08	0.45	0.80	0.38	0.10

See notes at end of table.

National Center for Education Statistics

Table S5.

Standard errors for table 5: COLLEGE-LEVEL MATH CREDIT: Among 2003–04 first-time postsecondary students with transcripts, percentage who attempted any college-level math credits, and among those, the median and average number of credits attempted and earned and the average math grade point average earned, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who attempted any college-level math credits	Of those who attempted any college-level math credits				
		Median math credits attempted	Average math credits attempted	Median math credits earned	Average math credits earned	Average math grade point average
Highest level of math taken in high school						
None of the following	1.91	0.52	0.20	0.02	0.17	0.06
Algebra II	1.61	0.33	0.11	0.20	0.10	0.04
Trigonometry/Algebra II	1.68	0.27	0.14	0.23	0.12	0.06
Precalculus	1.32	0.52	0.16	0.45	0.14	0.04
Calculus	1.25	0.20	0.18	0.36	0.16	0.04
SAT combined verbal and math score						
Low quartile (400–700)	3.05	0.70	0.33	0.07	0.23	0.11
Middle quartiles (710–1020)	1.26	0.30	0.10	0.39	0.08	0.04
High quartile (1030–1600)	1.05	0.24	0.09	0.44	0.08	0.03
SAT math score						
Low quartile (200-410)	1.91	0.52	0.17	0.02	0.12	0.05
Middle quartiles (420-570)	1.24	0.45	0.10	0.35	0.07	0.03
High quartile (580-800)	1.24	0.17	0.16	0.25	0.14	0.03
SAT verbal score						
Low quartile (200-420)	1.82	0.36	0.17	0.35	0.13	0.05
Middle quartiles (430-570)	1.18	0.51	0.09	0.37	0.08	0.03
High quartile (580-800)	1.35	0.17	0.13	0.39	0.12	0.03
High school grade point average						
Less than 2.50	2.19	0.69	0.16	#	0.16	0.06
2.50–2.99	2.16	0.58	0.19	0.15	0.16	0.05
3.00–3.49	1.28	0.34	0.12	0.43	0.09	0.03
3.50 or higher	1.17	0.19	0.10	0.22	0.09	0.03
Type of first institution attended						
4-year						
Public	1.08	0.54	0.08	0.38	0.08	0.03
Private nonprofit	1.94	0.48	0.22	0.03	0.19	0.04
For-profit	7.17	0.77	0.68	0.68	0.52	0.17
2-year						
Public	1.43	0.53	0.17	0.21	0.13	0.05
Private nonprofit	8.80	0.54	0.62	0.29	0.44	0.33
For-profit	7.37	1.40	0.69	0.97	0.52	0.21
Less-than-2-year						
Public	4.82	0.37	0.47	0.68	0.47	0.50
For-profit	1.93	0.46	0.30	0.17	0.36	0.12

See notes at end of table.

National Center for Education Statistics

Table S5.

Standard errors for table 5: COLLEGE-LEVEL MATH CREDIT: Among 2003–04 first-time postsecondary students with transcripts, percentage who attempted any college-level math credits, and among those, the median and average number of credits attempted and earned and the average math grade point average earned, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Percentage who attempted any college-level math credits	Of those who attempted any college-level math credits				
		Median math credits attempted	Average math credits attempted	Median math credits earned	Average math credits earned	Average math grade point average
Selectivity of public and private nonprofit 4-year institutions, 2003–04						
Very selective	1.77	0.27	0.16	0.46	0.15	0.04
Moderately selective	1.18	0.69	0.14	#	0.12	0.03
Minimally selective	3.27	0.85	0.20	0.09	0.22	0.11
Open admission	4.71	0.81	0.34	0.50	0.24	0.12
Degree program, 2003–04						
No degree	2.58	0.39	0.25	0.36	0.24	0.07
Certificate	2.34	0.06	0.21	0.23	0.36	0.29
Associate of Applied Science (A.A.S.)	2.88	0.66	0.23	0.13	0.17	0.08
Associate of Arts/Science (A.A. or A.S.)	1.72	0.49	0.20	0.38	0.15	0.05
Bachelor's degree	0.90	0.69	0.09	0.14	0.08	0.03
Dependency and family responsibilities, 2003–04						
Dependent	0.92	0.38	0.08	0.34	0.06	0.02
Independent						
Unmarried, no dependents	2.49	0.77	0.42	0.03	0.29	0.11
Unmarried, dependents	2.61	0.27	0.21	0.19	0.24	0.11
Married, with or without dependents	2.34	0.67	0.28	0.07	0.30	0.17
Attendance intensity through 2009						
Always full-time	1.12	0.30	0.10	0.11	0.09	0.04
Mixed	1.14	0.48	0.13	0.17	0.10	0.03
Always part-time	2.70	0.56	0.28	0.08	0.23	0.15
Worked while enrolled, 2003–04						
Did not work	1.16	0.66	0.11	0.13	0.09	0.03
Worked part time	1.13	0.63	0.12	0.29	0.09	0.03
Worked full time	1.86	0.45	0.16	0.02	0.15	0.08
Field of study in first year						
STEM (science, technology, engineering, math)						
Math	6.81	2.36	1.64	1.88	1.76	0.31
Sciences (biological, physical, technologies)	2.28	0.48	0.28	0.40	0.23	0.08
Engineering	2.74	0.31	0.38	0.74	0.34	0.07
Computer and information sciences	3.41	0.42	0.43	0.95	0.33	0.08
Non-STEM fields	1.11	0.42	0.10	0.00	0.09	0.04
Undeclared or not in degree program	1.28	0.15	0.12	0.05	0.10	0.04

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table 6.

CREDITS EARNED OVER TIME, BACHELOR'S DEGREE ATTAINERS: Among 2003–04 first-time postsecondary students with transcripts who had earned a bachelor's degree as of spring 2009, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009

Demographic, high school, and postsecondary characteristics	Average number of credits earned ¹							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Total	28.7	29.3	29.3	28.0	22.3	17.0	123.8	0.96
Enrolled time to bachelor's degree								
4 years or less	29.8	30.4	30.5	28.0	16.9	13.8	119.1	0.98
5 years (49–60 months)	26.9	27.5	27.4	28.4	24.3	16.3	130.9	0.94
6 years (61–72 months)	25.6	26.0	25.3	26.6	28.2	20.3	140.3	0.90
Sex								
Male	28.5	28.9	28.8	28.2	23.1	17.5	124.3	0.96
Female	28.9	29.6	29.6	27.9	21.6	16.7	123.4	0.97
Race/ethnicity ²								
White	28.9	29.3	29.4	27.9	22.5	17.6	124.1	0.97
Black	26.9	28.4	29.1	29.6	21.9	17.5	123.5	0.93
Hispanic	28.6	29.7	29.1	28.2	22.3	15.3	126.1	0.95
Asian	29.5	30.3	28.8	27.3	21.2	14.9	118.7	0.96
Other or Two or more races	27.7	29.0	29.1	27.7	20.7	17.7	122.7	0.96
Highest education of parents, 2003–04 ³								
High school or less	28.3	29.3	28.7	27.9	22.7	15.8	125.0	0.96
Some postsecondary	28.7	29.0	29.4	28.1	23.2	18.0	126.7	0.96
Bachelor's degree or higher	28.9	29.4	29.4	28.0	21.7	17.4	122.4	0.97
Dependent student family income level, 2002								
Lowest (less than \$32,000)	28.6	29.3	28.4	28.7	23.3	15.7	125.9	0.95
Low middle (\$32,000–59,999)	28.9	29.5	29.4	28.2	22.8	18.6	125.7	0.96
High middle (\$60,000–91,999)	28.8	29.1	29.7	28.1	21.8	18.7	124.2	0.97
Highest (\$92,000 or more)	29.1	29.5	29.6	27.7	21.7	15.1	121.8	0.97
Age when first enrolled, 2003–04								
18 or younger	28.9	29.6	29.7	28.2	22.4	17.0	124.7	0.97
19	29.0	29.4	29.1	28.0	22.3	18.0	123.9	0.96
20–23	26.8	26.7	26.7	26.9	21.4	13.9	114.5	0.94
24 or older	24.9	26.2	26.1	26.4	22.2	‡	116.3	0.95
Graduated from high school in 2003								
Yes	29.0	29.5	29.5	28.2	22.5	17.4	124.6	0.96
No	26.7	27.4	27.4	27.0	21.2	14.9	117.1	0.95
High school type								
No high school diploma or certificate	24.8	28.7	30.5	29.1	25.0	‡	129.7	0.95
Public	28.9	29.3	29.4	28.1	22.3	17.5	124.5	0.96
Private	28.1	28.9	28.9	28.0	23.1	15.2	119.5	0.97
Attended a foreign high school	29.1	30.5	27.7	26.5	17.9	‡	118.7	0.97

See notes at end of table.

National Center for Education Statistics

Table 6.

CREDITS EARNED OVER TIME, BACHELOR'S DEGREE ATTAINERS: Among 2003–04 first-time postsecondary students with transcripts who had earned a bachelor's degree as of spring 2009, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Average number of credits earned ¹							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Highest level of math taken in high school ⁴								
None of the following	27.9	28.7	27.6	27.9	24.0	17.9	122.3	0.96
Algebra II	27.4	28.9	29.0	28.4	23.0	18.2	126.0	0.94
Trigonometry/Algebra II ⁵	28.5	29.0	29.1	28.8	21.9	15.2	123.8	0.95
Precalculus	28.8	29.3	29.9	28.3	22.3	17.4	124.9	0.97
Calculus	30.2	30.2	29.6	27.3	21.5	16.8	122.5	0.98
SAT combined verbal and math score ⁶								
Low quartile (400–700)	25.9	27.6	27.9	29.4	25.2	16.2	128.6	0.95
Middle quartiles (710–1020)	27.6	28.8	29.2	28.8	22.5	17.3	125.6	0.94
High quartile (1030–1600)	29.7	29.8	29.7	27.7	22.0	17.5	123.1	0.98
SAT math score ⁶								
Low quartile (200–410)	26.4	28.2	28.6	29.0	24.2	15.0	124.0	0.93
Middle quartiles (420–570)	28.5	29.2	29.6	28.5	22.0	18.2	126.0	0.96
High quartile (580–800)	29.9	29.9	29.6	27.3	22.1	16.9	121.8	0.98
SAT verbal score ⁶								
Low quartile (200–420)	27.0	28.2	28.2	28.4	23.8	17.3	124.0	0.93
Middle quartiles (430–570)	28.6	29.3	29.7	28.5	22.0	17.9	126.1	0.96
High quartile (580–800)	30.0	29.9	29.5	27.3	21.9	15.9	121.2	0.98
High school grade point average ⁴								
Less than 2.50	25.7	27.7	28.9	28.3	23.4	17.6	124.3	0.93
2.50–2.99	27.1	28.7	27.7	28.7	25.1	18.8	127.2	0.94
3.00–3.49	28.3	28.8	29.1	28.6	22.5	17.4	124.1	0.95
3.50 or higher	29.9	30.0	29.9	27.7	21.3	16.2	123.5	0.98
Type of first institution attended, 2003–04								
Public 2-year	26.6	27.5	26.7	27.4	24.5	18.3	121.6	0.95
Public 4-year	29.1	29.5	29.9	28.4	21.9	16.7	126.3	0.96
Private nonprofit 4-year	28.9	29.8	29.4	27.6	21.5	16.4	120.1	0.98
For-profit	33.8	32.9	32.8	29.6	‡	‡	129.5	0.95
Other institutions ⁷	30.9	27.3	24.0	29.0	‡	‡	128.6	0.93
Selectivity of public and private nonprofit 4-year institutions, 2003–04 ⁸								
Very selective	29.7	29.7	29.3	27.4	21.9	15.7	120.5	0.98
Moderately selective	29.0	29.8	30.1	28.5	21.6	16.2	125.9	0.96
Minimally selective	27.5	28.1	29.6	28.3	21.3	19.1	123.9	0.96
Open admission	28.4	28.9	28.5	27.2	24.6	‡	130.4	0.95

See notes at end of table.

National Center for Education Statistics

Table 6.

CREDITS EARNED OVER TIME, BACHELOR'S DEGREE ATTAINERS: Among 2003–04 first-time postsecondary students with transcripts who had earned a bachelor's degree as of spring 2009, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Average number of credits earned ¹							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Dependency and family responsibilities, 2003–04 ⁹								
Dependent	28.9	29.4	29.4	28.1	22.3	17.1	124.1	0.96
Independent								
Unmarried, no dependents	26.3	29.0	30.5	29.9	20.6	‡	126.0	0.97
Unmarried, dependents	29.1	29.6	30.4	25.9	19.0	‡	118.5	0.93
Married, with or without dependents	23.1	25.0	24.0	24.9	22.9	‡	110.7	0.95
Attendance intensity through 2009								
Always full-time	29.6	29.8	29.9	28.3	22.2	17.2	124.5	0.97
Mixed	26.6	28.0	27.8	27.3	22.5	16.9	122.0	0.95
Always part-time	‡	‡	‡	‡	‡	‡	‡	‡
Worked while enrolled, 2003–04 ¹⁰								
Did not work	29.4	29.9	29.7	28.3	22.0	16.6	124.4	0.97
Worked part time	28.6	29.2	29.2	27.9	22.9	17.3	124.2	0.96
Worked full time	25.5	26.1	26.8	26.8	21.0	17.3	117.3	0.94

‡ Reporting standards not met.

¹ The percentage of students enrolled and who earn credits gets progressively smaller each year.

² Black includes African American, Hispanic includes Latino, and Other or Two or more races includes American Indian, Alaska Native, Native Hawaiian/Other Pacific Islander, and respondents having origins in more than one race or in a race not listed. Race categories exclude Hispanic origin unless specified.

³ Results exclude the 2.7 percent of students who did not know their parents' highest level of education.

⁴ Excludes the 20.6 percent of first-time postsecondary students who were age 24 or older when they began postsecondary education.

⁵ "Trigonometry/Algebra II" is mutually exclusive from "Algebra II."

⁶ Excludes the 20.6 percent of first-time postsecondary students who were age 24 or older when they began postsecondary education. Scores for students who took only the ACT were converted to the SAT scale.

⁷ Includes private nonprofit 2-year, public less-than-2-year, and private nonprofit less-than-2-year.

⁸ Excludes the 59.3 percent of students who first attended for-profit or less-than-4-year institutions. Selectivity is on an index score based on the percentage of admitted students among those who applied and the combined SAT/ACT test scores reported by each institution. The index score (combined centile value of two measures) was divided into very selective, moderately selective, and minimally selective categories based on natural breaks in the distribution. Open admission formed a separate category.

⁹ Separated, widowed, or divorced students are included in the unmarried category.

¹⁰ The definition of work excludes school-related jobs (e.g., work-study or assistantships). Full-time status was defined as working 35 or more hours per week, and part-time status was defined as working less than 35 hours per week.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table S6.

Standard errors for table 6: CREDITS EARNED OVER TIME, BACHELOR'S DEGREE ATTAINERS: Among 2003–04 first-time postsecondary students with transcripts who had earned a bachelor's degree as of spring 2009, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009

Demographic, high school, and postsecondary characteristics	Average number of credits earned							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Total	0.17	0.18	0.18	0.17	0.33	0.58	0.71	#
Enrolled time to bachelor's degree								
4 years or less	0.20	0.18	0.20	0.18	0.39	0.97	0.67	#
5 years (49–60 months)	0.32	0.36	0.34	0.40	0.47	0.74	1.44	#
6 years (61–72 months)	0.67	0.55	0.78	0.68	0.61	1.12	3.02	0.009
Sex								
Male	0.27	0.28	0.27	0.23	0.41	0.82	1.02	#
Female	0.21	0.21	0.22	0.23	0.49	0.71	0.79	#
Race/ethnicity								
White	0.19	0.22	0.20	0.17	0.42	0.69	0.78	#
Black	0.78	0.62	0.75	0.60	0.96	1.58	1.87	0.007
Hispanic	0.65	0.60	0.65	0.73	1.04	1.57	3.03	#
Asian	0.75	0.62	0.65	0.70	1.07	2.02	2.61	0.007
Other or Two or more races	0.62	0.72	0.55	0.58	1.72	1.77	2.26	0.007
Highest education of parents, 2003–04								
High school or less	0.34	0.41	0.47	0.45	0.60	1.26	1.38	#
Some postsecondary	0.31	0.34	0.29	0.34	0.76	1.06	1.22	#
Bachelor's degree or higher	0.22	0.23	0.22	0.21	0.42	0.84	0.87	#
Dependent student family income level, 2002								
Lowest (less than \$32,000)	0.44	0.35	0.43	0.40	0.70	1.33	1.61	#
Low middle (\$32,000–59,999)	0.32	0.33	0.31	0.32	0.61	1.10	1.24	#
High middle (\$60,000–91,999)	0.30	0.31	0.29	0.32	0.58	1.77	1.25	#
Highest (\$92,000 or more)	0.24	0.24	0.25	0.23	0.52	1.02	0.84	#
Age when first enrolled, 2003–04								
18 or younger	0.23	0.21	0.21	0.20	0.35	0.79	0.77	#
19	0.25	0.24	0.26	0.26	0.51	1.10	0.98	#
20–23	1.00	0.97	1.04	0.98	1.82	1.85	3.37	0.013
24 or older	1.32	1.60	1.67	1.65	3.13	†	5.54	0.012
Graduated from high school in 2003								
Yes	0.17	0.17	0.18	0.17	0.28	0.65	0.68	#
No	0.65	0.65	0.64	0.69	1.37	1.11	2.37	0.007
High school type								
No high school diploma or certificate	2.54	1.75	1.80	1.76	1.60	†	4.31	0.023
Public	0.17	0.19	0.19	0.18	0.36	0.65	0.75	#
Private	0.52	0.38	0.40	0.42	0.90	1.40	1.66	#
Attended a foreign high school	1.05	0.99	1.24	1.00	2.26	†	3.23	0.010

See notes at end of table.

National Center for Education Statistics

Table S6.

Standard errors for table 6: CREDITS EARNED OVER TIME, BACHELOR'S DEGREE ATTAINERS: Among 2003–04 first-time postsecondary students with transcripts who had earned a bachelor's degree as of spring 2009, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Average number of credits earned							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Highest level of math taken in high school								
None of the following	0.99	1.06	0.95	0.85	1.38	2.76	3.32	0.014
Algebra II	0.43	0.43	0.33	0.41	0.66	1.48	1.52	#
Trigonometry/Algebra II	0.37	0.29	0.33	0.36	0.67	1.09	1.34	#
Precalculus	0.30	0.24	0.32	0.26	0.52	1.43	1.01	#
Calculus	0.25	0.24	0.28	0.25	0.46	1.09	0.98	#
SAT combined verbal and math score								
Low quartile (400–700)	1.14	0.96	1.03	1.07	1.94	3.37	4.18	0.028
Middle quartiles (710–1020)	0.32	0.25	0.29	0.26	0.45	0.87	0.87	#
High quartile (1030–1600)	0.19	0.19	0.19	0.18	0.34	0.84	0.76	#
SAT math score								
Low quartile (200–410)	0.75	0.58	0.64	0.54	0.85	1.48	1.88	0.008
Middle quartiles (420–570)	0.22	0.23	0.21	0.22	0.37	0.79	0.79	#
High quartile (580–800)	0.24	0.22	0.25	0.21	0.46	0.94	0.94	#
SAT verbal score								
Low quartile (200–420)	0.47	0.44	0.43	0.46	0.73	1.22	1.69	0.007
Middle quartiles (430–570)	0.24	0.19	0.25	0.21	0.36	0.87	0.76	#
High quartile (580–800)	0.25	0.23	0.23	0.21	0.52	1.01	0.99	#
High school grade point average								
Less than 2.50	0.99	0.86	0.91	0.89	1.19	1.84	2.67	0.007
2.50–2.99	0.52	0.47	0.47	0.47	0.68	1.40	2.33	0.008
3.00–3.49	0.31	0.28	0.33	0.28	0.54	1.27	1.14	#
3.50 or higher	0.19	0.20	0.21	0.20	0.39	0.95	0.75	#
Type of first institution attended, 2003–04								
Public 2-year	0.54	0.63	0.52	0.51	0.90	1.13	2.58	0.006
Public 4-year	0.20	0.17	0.21	0.23	0.34	0.67	0.70	#
Private nonprofit 4-year	0.29	0.29	0.33	0.25	0.78	1.24	1.26	#
For-profit	3.20	2.98	2.70	1.86	†	†	7.89	0.027
Other institutions	2.62	4.07	6.32	1.78	†	†	11.28	0.026
Selectivity of public and private nonprofit 4-year institutions, 2003–04								
Very selective	0.24	0.24	0.33	0.29	0.65	1.08	1.13	#
Moderately selective	0.21	0.21	0.19	0.22	0.42	0.74	0.85	#
Minimally selective	0.95	0.81	1.07	0.94	1.00	2.71	3.13	0.008
Open admission	1.07	1.25	1.01	0.96	1.35	†	3.03	0.008

See notes at end of table.

National Center for Education Statistics

Table S6.

Standard errors for table 6: CREDITS EARNED OVER TIME, BACHELOR'S DEGREE ATTAINERS: Among 2003–04 first-time postsecondary students with transcripts who had earned a bachelor's degree as of spring 2009, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Average number of credits earned							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Dependency and family responsibilities, 2003–04								
Dependent	0.17	0.17	0.18	0.16	0.27	0.62	0.68	#
Independent								
Unmarried, no dependents	2.18	1.46	2.11	1.57	2.99	†	3.66	0.009
Unmarried, dependents	2.39	2.61	2.42	1.75	5.06	†	6.92	0.031
Married, with or without dependents	1.66	2.06	2.10	2.23	3.88	†	7.69	0.012
Attendance intensity through 2009								
Always full-time	0.16	0.18	0.21	0.18	0.35	0.69	0.70	#
Mixed	0.38	0.43	0.37	0.36	0.62	0.96	1.42	#
Always part-time	†	†	†	†	†	†	†	†
Worked while enrolled, 2003–04								
Did not work	0.24	0.20	0.21	0.22	0.41	0.64	0.82	#
Worked part time	0.26	0.24	0.26	0.23	0.52	0.99	1.09	#
Worked full time	0.69	1.03	0.78	0.86	1.15	1.44	2.65	0.007

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table 7.

CREDITS EARNED OVER TIME, ASSOCIATE'S DEGREE ATTAINERS: Among 2003–04 first-time postsecondary students with transcripts whose highest undergraduate attainment as of spring of 2009 was an associate's degree, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009

Demographic, high school, and postsecondary characteristics	Average number of credits earned ¹							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Total	23.9	22.1	18.7	18.1	17.7	15.1	87.7	0.90
Enrolled time to associate's degree								
2 years or less	29.8	26.5	18.6	19.4	15.5	15.8	80.0	0.91
3 years	23.5	23.6	19.4	18.1	17.8	15.8	87.8	0.91
4 years	21.0	17.6	19.5	18.5	19.4	15.1	93.4	0.88
More than 4 years	19.6	17.9	16.0	16.8	17.1	13.4	92.2	0.84
Sex								
Male	24.4	23.1	18.5	19.6	17.6	15.6	85.7	0.87
Female	23.5	21.4	18.9	17.3	17.9	14.7	89.2	0.91
Race/ethnicity ²								
White	24.4	22.5	19.1	18.2	17.4	14.6	86.9	0.90
Black	23.5	21.5	17.9	19.3	19.0	15.3	94.7	0.92
Hispanic	22.9	21.0	17.1	16.3	16.9	14.6	83.8	0.85
Asian	23.3	19.9	22.0	17.4	‡	‡	102.1	0.88
Other or Two or more races	21.4	23.3	17.9	20.1	‡	‡	84.3	0.87
Highest education of parents, 2003–04 ³								
High school or less	24.1	22.6	18.9	17.1	16.9	14.8	85.0	0.92
Some postsecondary	24.4	21.7	19.1	19.0	17.1	13.6	87.0	0.89
Bachelor's degree or higher	22.7	21.7	18.4	18.4	19.2	16.5	92.2	0.87
Dependent student family income level, 2002								
Lowest (less than \$32,000)	24.8	23.7	19.9	18.8	17.5	13.9	91.3	0.90
Low middle (\$32,000–59,999)	25.4	23.5	20.3	18.7	20.4	15.9	91.1	0.88
High middle (\$60,000–91,999)	24.1	22.6	19.2	17.5	17.8	16.1	90.3	0.89
Highest (\$92,000 or more)	22.3	20.1	17.4	16.2	16.3	16.2	81.3	0.81
Age when first enrolled, 2003–04								
18 or younger	24.4	22.8	20.1	18.2	17.1	15.2	89.1	0.86
19	25.1	23.0	18.2	17.4	20.2	17.2	90.8	0.88
20–23	22.7	20.8	17.6	19.7	18.4	14.4	86.6	0.90
24 or older	22.1	20.6	17.4	17.9	15.0	11.7	82.2	0.97
Graduated from high school in 2003								
Yes	24.8	22.9	19.6	18.2	18.6	16.2	90.2	0.87
No	22.6	21.0	17.5	18.0	16.6	13.2	84.3	0.93

See notes at end of table.

National Center for Education Statistics

Table 7.

CREDITS EARNED OVER TIME, ASSOCIATE'S DEGREE ATTAINERS: Among 2003–04 first-time postsecondary students with transcripts whose highest undergraduate attainment as of spring of 2009 was an associate's degree, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Average number of credits earned ¹							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
High school type								
No high school diploma or certificate	24.1	23.2	21.2	15.8	20.6	13.6	87.3	0.90
Public	24.0	22.2	18.6	18.0	17.3	15.3	87.0	0.89
Private	23.1	21.7	17.4	18.5	18.4	‡	87.0	0.90
Attended a foreign high school	22.1	16.6	‡	‡	‡	‡	106.4	0.88
Highest level of math taken in high school ⁴								
None of the following	23.8	21.6	18.2	18.2	21.1	15.3	90.9	0.88
Algebra II	23.9	22.2	18.6	18.1	17.0	15.7	86.1	0.85
Trigonometry/Algebra II ⁵	24.3	22.4	19.1	18.0	18.8	15.2	88.7	0.90
Precalculus	26.8	24.7	21.6	19.2	16.6	15.1	94.5	0.91
Calculus	22.8	22.5	18.1	16.4	19.7	18.0	89.7	0.84
SAT combined verbal and math score ⁶								
Low quartile (400–700)	24.9	24.3	18.6	20.1	15.5	12.9	92.2	0.86
Middle quartiles (710–1020)	24.0	21.8	19.7	18.8	18.9	16.4	88.1	0.88
High quartile (1030–1600)	25.4	23.7	18.8	18.3	19.9	16.8	96.4	0.89
SAT math score ⁶								
Low quartile (200–410)	24.2	22.9	19.2	19.3	16.3	15.1	87.8	0.85
Middle quartiles (420–570)	24.5	22.1	19.7	18.7	20.4	16.5	91.5	0.89
High quartile (580–800)	25.6	24.5	18.0	17.9	18.5	17.1	99.3	0.90
SAT verbal score ⁶								
Low quartile (200–420)	23.8	22.7	20.0	18.9	17.6	15.0	89.5	0.86
Middle quartiles (430–570)	24.7	21.9	19.1	19.3	20.3	16.3	90.5	0.89
High quartile (580–800)	26.0	25.3	18.4	16.9	14.8	17.6	97.3	0.89
High school grade point average ⁴								
Less than 2.50	24.0	22.1	18.0	17.9	16.9	14.7	84.2	0.85
2.50–2.99	23.4	21.8	19.3	19.0	18.1	15.0	87.2	0.87
3.00–3.49	24.7	22.5	19.1	18.0	18.9	16.7	88.7	0.87
3.50 or higher	25.9	24.2	19.7	17.7	18.3	15.7	92.1	0.91
Type of first institution attended								
4-year								
Public	22.3	21.8	20.4	19.4	19.4	15.9	95.4	0.87
Private nonprofit	30.0	23.8	21.4	19.5	20.9	19.3	98.8	0.91
For-profit	34.2	33.2	‡	‡	‡	‡	89.8	0.97
2-year								
Public	21.6	20.8	18.4	17.3	17.1	14.4	86.6	0.88
Private nonprofit	32.0	29.3	18.2	‡	‡	‡	81.2	0.92
For-profit	32.2	23.3	18.3	‡	‡	‡	79.6	0.95

See notes at end of table.

National Center for Education Statistics

Table 7.

CREDITS EARNED OVER TIME, ASSOCIATE'S DEGREE ATTAINERS: Among 2003–04 first-time postsecondary students with transcripts whose highest undergraduate attainment as of spring of 2009 was an associate's degree, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Average number of credits earned ¹							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Dependency and family responsibilities, 2003–04 ⁷								
Dependent	24.3	22.7	19.4	17.9	18.3	15.6	89.2	0.87
Independent								
Unmarried, no dependents	24.8	21.6	15.7	20.9	‡	‡	90.0	0.90
Unmarried, dependents	24.7	22.9	19.2	15.7	19.2	‡	82.9	1.01
Married, with or without dependents	20.6	18.9	17.0	18.6	15.0	9.5	81.6	0.95
Attendance intensity through 2009								
Always full-time	27.9	26.0	20.9	20.5	20.6	17.5	89.4	0.91
Mixed	21.7	19.9	17.9	17.8	16.8	14.3	87.9	0.88
Always part-time	14.5	14.9	15.5	‡	‡	‡	74.0	0.93
Worked while enrolled, 2003–04 ⁸								
Did not work	27.2	23.7	19.1	18.2	16.5	17.3	91.0	0.90
Worked part time	23.2	21.6	19.2	18.4	18.7	14.8	87.7	0.89
Worked full time	21.0	20.8	17.0	17.4	16.9	13.6	83.3	0.89

‡ Reporting standards not met.

¹ The percentage of students enrolled and who earn credits gets progressively smaller each year.

² Black includes African American, Hispanic includes Latino, and Other or Two or more races includes American Indian, Alaska Native, Native Hawaiian/Other Pacific Islander, and respondents having origins in more than one race or in a race not listed. Race categories exclude Hispanic origin unless specified.

³ Results exclude the 2.7 percent of students who did not know their parents' highest level of education.

⁴ Excludes the 20.6 percent of first-time postsecondary students who were age 24 or older when they began postsecondary education.

⁵ "Trigonometry/Algebra II" is mutually exclusive from "Algebra II."

⁶ Excludes the 20.6 percent of first-time postsecondary students who were age 24 or older when they began postsecondary education. Scores for students who took only the ACT were converted to the SAT scale.

⁷ Separated, widowed, or divorced students are included in the unmarried category.

⁸ The definition of work excludes school-related jobs (e.g., work-study or assistantships). Full-time status was defined as working 35 or more hours per week, and part-time status was defined as working less than 35 hours per week.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table S7.

Standard errors for table 7: CREDITS EARNED OVER TIME, ASSOCIATE'S DEGREE ATTAINERS: Among 2003–04 first-time postsecondary students with transcripts whose highest undergraduate attainment as of spring of 2009 was an associate's degree, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009

Demographic, high school, and postsecondary characteristics	Average number of credits earned							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Total	0.59	0.50	0.43	0.52	0.66	0.63	2.08	0.013
Enrolled time to associate's degree								
2 years or less	1.46	1.47	1.48	1.26	1.76	1.85	4.14	0.013
3 years	0.78	0.77	0.57	0.97	0.85	0.83	3.72	0.026
4 years	0.64	0.70	0.99	0.95	1.72	1.26	3.14	0.013
More than 4 years	0.90	0.73	1.06	1.14	0.91	1.29	3.17	0.020
Sex								
Male	1.02	0.88	0.74	0.94	0.76	1.02	3.93	0.018
Female	0.67	0.56	0.65	0.60	0.91	0.80	2.11	0.016
Race/ethnicity								
White	0.62	0.55	0.59	0.63	0.81	0.71	2.67	0.013
Black	1.50	1.11	1.08	2.38	2.11	1.61	5.47	0.084
Hispanic	1.73	1.74	1.08	1.43	1.25	1.63	4.43	0.022
Asian	2.71	2.32	2.91	1.48	†	†	6.47	0.029
Other or Two or more races	2.28	2.05	1.52	2.40	†	†	5.79	0.043
Highest education of parents, 2003–04								
High school or less	0.95	0.87	0.61	0.94	0.88	1.00	3.08	0.027
Some postsecondary	0.85	0.85	0.96	0.93	0.86	0.96	3.08	0.012
Bachelor's degree or higher	0.80	0.81	0.93	0.83	1.47	1.08	2.83	0.014
Dependent student family income level, 2002								
Lowest (less than \$32,000)	0.92	0.79	0.83	0.96	1.11	1.13	2.54	0.017
Low middle (\$32,000–59,999)	0.92	0.93	0.76	0.99	1.72	1.02	3.36	0.012
High middle (\$60,000–91,999)	1.06	0.97	0.89	1.14	1.13	1.61	2.93	0.013
Highest (\$92,000 or more)	1.32	1.23	1.78	1.00	1.78	1.65	7.50	0.037
Age when first enrolled, 2003–04								
18 or younger	0.79	0.68	0.82	0.66	0.67	0.72	3.39	0.015
19	0.83	0.75	0.92	1.04	1.75	1.28	3.61	0.013
20–23	1.41	1.17	1.06	1.92	1.41	1.92	4.07	0.013
24 or older	1.31	1.35	0.90	1.00	1.23	1.48	3.00	0.035
Graduated from high school in 2003								
Yes	0.68	0.57	0.63	0.60	0.89	0.73	3.17	0.013
No	0.95	0.83	0.63	0.87	0.86	1.12	2.04	0.021

See notes at end of table.

National Center for Education Statistics

Table S7.

Standard errors for table 7: CREDITS EARNED OVER TIME, ASSOCIATE'S DEGREE ATTAINERS: Among 2003–04 first-time postsecondary students with transcripts whose highest undergraduate attainment as of spring of 2009 was an associate's degree, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Average number of credits earned							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
High school type								
No high school diploma or certificate	1.67	1.58	1.28	1.31	2.07	1.81	4.98	0.022
Public	0.63	0.55	0.52	0.58	0.76	0.67	2.37	0.014
Private	1.83	1.80	1.81	1.65	2.05	†	5.98	0.030
Attended a foreign high school	1.66	2.60	†	†	†	†	12.58	0.037
Highest level of math taken in high school								
None of the following	1.14	0.86	0.96	1.31	2.35	1.24	3.20	0.016
Algebra II	1.01	0.87	1.06	0.96	0.77	1.31	2.89	0.016
Trigonometry/Algebra II	0.94	0.99	0.95	1.05	1.22	1.22	3.59	0.013
Precalculus	1.01	1.19	1.47	1.79	1.53	1.32	4.98	0.013
Calculus	2.64	1.76	1.41	1.44	1.95	2.37	16.02	0.076
SAT combined verbal and math score								
Low quartile (400–700)	1.79	1.64	1.08	2.61	1.55	2.39	5.18	0.022
Middle quartiles (710–1020)	0.78	0.72	0.81	0.79	0.81	1.03	4.23	0.019
High quartile (1030–1600)	0.96	1.10	1.02	0.85	2.10	1.22	3.52	0.011
SAT math score								
Low quartile (200–410)	1.44	0.88	0.70	1.24	0.84	1.54	5.10	0.026
Middle quartiles (420–570)	0.61	0.79	0.94	0.66	1.31	0.96	3.11	0.011
High quartile (580–800)	1.44	1.80	1.41	1.53	1.53	2.18	6.62	0.017
SAT verbal score								
Low quartile (200–420)	1.21	0.97	0.79	1.32	0.94	1.39	4.95	0.028
Middle quartiles (430–570)	0.69	0.81	1.01	0.66	1.25	0.93	3.44	0.011
High quartile (580–800)	1.25	1.49	1.73	1.18	1.51	2.53	4.96	0.016
High school grade point average								
Less than 2.50	1.27	1.03	1.17	1.36	1.22	1.36	3.78	0.017
2.50–2.99	1.28	0.93	1.27	1.64	1.57	1.53	3.14	0.017
3.00–3.49	0.92	0.93	1.04	0.95	1.60	1.17	3.20	0.014
3.50 or higher	1.35	0.85	1.10	1.08	1.12	1.24	7.22	0.032
Type of first institution attended								
4-year								
Public	0.93	1.27	0.91	1.03	1.22	1.37	3.89	0.017
Private nonprofit	1.65	1.74	2.09	1.33	1.99	2.26	5.11	0.019
For-profit	2.76	2.69	†	†	†	†	8.53	0.027
2-year								
Public	0.56	0.47	0.52	0.62	0.83	0.76	2.72	0.019
Private nonprofit	3.57	2.91	4.59	†	†	†	11.00	0.043
For-profit	4.27	2.49	2.48	†	†	†	8.65	0.017

See notes at end of table.

National Center for Education Statistics

Table S7.

Standard errors for table 7: CREDITS EARNED OVER TIME, ASSOCIATE'S DEGREE ATTAINERS: Among 2003–04 first-time postsecondary students with transcripts whose highest undergraduate attainment as of spring of 2009 was an associate's degree, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Average number of credits earned							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Dependency and family responsibilities, 2003–04								
Dependent	0.63	0.51	0.53	0.56	0.78	0.68	2.62	0.011
Independent								
Unmarried, no dependents	2.25	2.61	1.79	2.59	†	†	8.32	0.024
Unmarried, dependents	2.55	1.46	1.21	1.80	2.55	†	4.63	0.102
Married, with or without dependents	1.47	1.66	1.03	1.76	1.58	1.37	3.98	0.014
Attendance intensity through 2009								
Always full-time	1.09	0.89	0.76	0.78	0.97	0.98	4.02	0.018
Mixed	0.62	0.59	0.58	0.65	0.88	0.81	2.05	0.018
Always part-time	1.32	2.00	1.43	†	†	†	5.63	0.024
Worked while enrolled, 2003–04								
Did not work	1.07	0.95	0.88	0.82	0.95	1.36	2.96	0.011
Worked part time	0.69	0.67	0.67	0.74	1.06	0.88	3.71	0.023
Worked full time	1.03	1.02	0.97	1.14	1.13	1.03	2.91	0.014

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table 8.

CREDITS EARNED OVER TIME, CERTIFICATE ATTAINERS: Among 2003–04 first-time postsecondary students with transcripts whose highest undergraduate attainment as of spring of 2009 was a certificate, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009

Demographic, high school, and postsecondary characteristics	Average number of credits earned ¹							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Total	23.0	18.5	14.6	14.6	14.8	12.8	45.2	0.87
Enrolled time to certificate								
1 year	24.2	12.4	12.2	11.4	9.1	‡	34.9	0.89
2 years	23.7	21.6	14.9	14.4	12.3	16.6	46.4	0.86
3 years	19.0	17.4	15.0	14.6	20.1	‡	55.4	0.84
More than 3 years	21.6	19.7	15.4	17.8	17.3	‡	78.3	0.84
Sex								
Male	25.5	20.1	17.4	13.6	12.5	‡	49.1	0.86
Female	21.6	17.4	13.3	15.1	15.4	13.4	43.2	0.87
Race/ethnicity ²								
White	20.8	18.0	14.8	15.4	16.4	12.1	48.0	0.86
Black	22.6	16.4	13.0	12.5	11.4	‡	41.3	0.85
Hispanic	27.3	21.0	15.3	‡	‡	‡	40.3	0.90
Asian	‡	‡	‡	‡	‡	‡	‡	‡
Other or Two or more races	23.9	‡	‡	‡	‡	‡	46.7	0.80
Highest education of parents, 2003–04 ³								
High school or less	24.5	20.2	13.1	13.6	15.0	12.5	43.9	0.90
Some postsecondary	20.5	15.8	15.5	12.8	13.1	14.6	45.9	0.83
Bachelor's degree or higher	21.1	16.9	15.8	18.2	17.0	‡	47.0	0.80
Dependent student family income level, 2002								
Lowest (less than \$32,000)	24.9	18.5	13.5	15.9	12.3	‡	45.6	0.85
Low middle (\$32,000–59,999)	25.7	19.6	17.6	15.4	‡	‡	54.8	0.84
High middle (\$60,000–91,999)	19.1	16.3	19.4	‡	‡	‡	52.5	0.79
Highest (\$92,000 or more)	17.4	14.5	‡	‡	‡	‡	45.6	0.74
Age when first enrolled, 2003–04								
18 or younger	22.1	16.2	16.0	15.9	12.8	17.2	49.2	0.80
19	22.8	20.0	20.4	18.4	15.2	‡	49.0	0.85
20–23	25.9	17.5	10.1	‡	‡	‡	38.5	0.84
24 or older	22.5	20.0	13.0	13.6	16.8	‡	44.0	0.93
Graduated from high school in 2003								
Yes	21.9	17.2	17.0	16.4	13.9	14.2	49.2	0.81
No	23.6	19.4	13.0	13.3	15.4	11.6	43.1	0.89

See notes at end of table.

National Center for Education Statistics

Table 8.

CREDITS EARNED OVER TIME, CERTIFICATE ATTAINERS: Among 2003–04 first-time postsecondary students with transcripts whose highest undergraduate attainment as of spring of 2009 was a certificate, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Average number of credits earned ¹							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
High school type								
No high school diploma or certificate	23.5	21.3	15.5	‡	‡	‡	43.6	0.88
Public	23.1	17.8	14.0	14.2	14.8	11.6	45.5	0.86
Private	18.4	‡	‡	‡	‡	‡	43.0	0.85
Attended a foreign high school	23.9	‡	‡	‡	‡	‡	49.6	0.97
Highest level of math taken in high school ⁴								
None of the following	24.3	18.3	12.8	11.4	‡	‡	42.6	0.82
Algebra II	23.5	17.4	16.3	16.4	14.4	11.2	46.3	0.84
Trigonometry/Algebra II ⁵	25.6	16.1	15.3	‡	‡	‡	43.4	0.82
Precalculus	19.0	18.7	‡	‡	‡	‡	51.8	0.81
Calculus	‡	‡	‡	‡	‡	‡	‡	‡
SAT combined verbal and math score ⁶								
Low quartile (400–700)	19.3	‡	‡	‡	‡	‡	36.9	0.76
Middle quartiles (710–1020)	19.8	17.4	15.8	18.2	16.4	14.9	50.5	0.81
High quartile (1030–1600)	20.8	17.4	22.1	‡	‡	‡	59.0	0.76
SAT math score ⁶								
Low quartile (200–410)	21.1	19.9	14.7	13.8	14.3	‡	46.6	0.82
Middle quartiles (420–570)	19.4	15.7	17.0	18.2	15.1	‡	50.6	0.78
High quartile (580–800)	‡	‡	‡	‡	‡	‡	58.7	0.70
SAT verbal score ⁶								
Low quartile (200–420)	22.6	17.0	14.7	13.7	‡	‡	46.1	0.79
Middle quartiles (430–570)	17.8	17.1	17.3	17.6	17.9	16.7	50.6	0.79
High quartile (580–800)	18.5	‡	‡	‡	‡	‡	58.4	0.76
High school grade point average ⁴								
Less than 2.50	27.2	17.6	12.5	‡	‡	‡	41.1	0.85
2.50–2.99	17.5	12.8	17.4	‡	‡	‡	39.9	0.80
3.00–3.49	22.0	19.4	14.7	16.0	10.7	‡	47.8	0.80
3.50 or higher	26.1	21.1	20.5	18.8	‡	‡	63.9	0.86
Type of first institution attended ⁷								
4-year	19.6	20.5	21.4	20.6	17.6	‡	64.2	0.78
2-year								
Public	18.5	17.5	13.3	13.3	13.1	9.5	46.0	0.84
For-profit	35.2	‡	‡	‡	‡	‡	46.1	0.91
Less-than-2-year								
Public	21.2	24.4	‡	‡	‡	‡	41.0	0.95
For-profit	29.1	20.5	14.2	‡	‡	‡	36.6	0.90

See notes at end of table.

National Center for Education Statistics

Table 8.

CREDITS EARNED OVER TIME, CERTIFICATE ATTAINERS: Among 2003–04 first-time postsecondary students with transcripts whose highest undergraduate attainment as of spring of 2009 was a certificate, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Average number of credits earned ¹							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Dependency and family responsibilities, 2003–04 ⁸								
Dependent	23.1	17.8	16.6	16.3	13.6	14.0	49.4	0.82
Independent								
Unmarried, no dependents	21.1	19.6	‡	‡	‡	‡	44.6	0.90
Unmarried, dependents	26.5	20.7	11.3	‡	‡	‡	37.7	0.89
Married, with or without dependents	21.2	18.8	13.1	‡	‡	‡	43.1	0.91
Attendance intensity through 2009								
Always full-time	28.3	21.3	18.1	16.7	17.2	15.7	47.7	0.88
Mixed	20.9	19.4	14.1	15.0	14.0	12.5	47.4	0.84
Always part-time	10.2	9.0	‡	‡	‡	‡	25.8	0.88
Worked while enrolled, 2003–04 ⁹								
Did not work	26.6	18.8	13.8	15.2	10.9	14.7	43.2	0.87
Worked part time	22.7	18.0	16.9	15.8	13.1	14.2	46.2	0.85
Worked full time	19.9	18.8	12.6	12.8	20.5	‡	46.4	0.88

‡ Reporting standards not met.

¹ The percentage of students enrolled and who earn credits gets progressively smaller each year.

² Black includes African American, Hispanic includes Latino, and Other or Two or more races includes American Indian, Alaska Native, Native Hawaiian/Other Pacific Islander, and respondents having origins in more than one race or in a race not listed. Race categories exclude Hispanic origin unless specified.

³ Results exclude the 2.7 percent of students who did not know their parents' highest level of education.

⁴ Excludes the 20.6 percent of first-time postsecondary students who were age 24 or older when they began postsecondary education.

⁵ "Trigonometry/Algebra II" is mutually exclusive from "Algebra II."

⁶ Excludes the 20.6 percent of first-time postsecondary students who were age 24 or older when they began postsecondary education. Scores for students who took only the ACT were converted to the SAT scale.

⁷ All private nonprofits are included in the total but not shown separately.

⁸ Separated, widowed, or divorced students are included in the unmarried category.

⁹ The definition of work excludes school-related jobs (e.g., work-study or assistantships). Full-time status was defined as working 35 or more hours per week, and part-time status was defined as working less than 35 hours per week.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table S8.

Standard errors for table 8: CREDITS EARNED OVER TIME, CERTIFICATE ATTAINERS: Among 2003–04 first-time postsecondary students with transcripts whose highest undergraduate attainment as of spring of 2009 was a certificate, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009

Demographic, high school, and postsecondary characteristics	Average number of credits earned							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Total	1.20	1.38	0.88	0.95	1.51	1.32	2.01	0.012
Enrolled time to certificate								
1 year	1.75	2.06	1.48	1.85	1.26	†	1.94	0.019
2 years	1.87	1.59	1.71	1.95	1.68	2.87	3.12	0.020
3 years	1.85	1.58	1.77	1.68	4.52	†	4.05	0.025
More than 3 years	1.42	1.71	1.83	2.07	2.51	†	6.30	0.029
Sex								
Male	2.71	2.61	1.95	2.19	1.96	†	3.79	0.025
Female	0.82	1.04	0.93	1.00	1.85	1.57	1.84	0.012
Race/ethnicity								
White	1.64	1.98	1.17	1.33	2.19	1.66	3.74	0.017
Black	1.63	1.70	1.77	1.63	1.87	†	2.23	0.017
Hispanic	1.85	2.83	2.44	†	†	†	2.14	0.021
Asian	†	†	†	†	†	†	†	†
Other or Two or more races	4.20	†	†	†	†	†	5.50	0.051
Highest education of parents, 2003–04								
High school or less	1.03	1.46	1.26	1.53	3.08	2.24	1.86	0.012
Some postsecondary	2.44	2.39	1.49	1.44	2.30	2.17	5.07	0.027
Bachelor's degree or higher	2.66	1.95	1.69	2.08	1.71	†	3.61	0.030
Dependent student family income level, 2002								
Lowest (less than \$32,000)	2.06	1.94	1.21	1.73	2.18	†	2.90	0.021
Low middle (\$32,000–59,999)	1.95	1.88	1.68	1.79	†	†	3.90	0.020
High middle (\$60,000–91,999)	4.85	3.87	1.84	†	†	†	12.27	0.042
Highest (\$92,000 or more)	2.60	2.12	†	†	†	†	6.38	0.049
Age when first enrolled, 2003–04								
18 or younger	2.40	2.18	1.37	1.38	1.59	2.29	4.48	0.024
19	1.39	1.40	1.76	1.65	2.05	†	3.41	0.017
20–23	2.28	2.01	1.71	†	†	†	2.66	0.023
24 or older	1.14	1.81	1.64	2.21	4.73	†	2.52	0.011
Graduated from high school in 2003								
Yes	2.14	1.84	1.26	1.23	1.46	1.87	3.92	0.019
No	1.02	1.39	1.08	1.40	2.35	1.95	1.81	0.012

See notes at end of table.

National Center for Education Statistics

Table S8.

Standard errors for table 8: CREDITS EARNED OVER TIME, CERTIFICATE ATTAINERS: Among 2003–04 first-time postsecondary students with transcripts whose highest undergraduate attainment as of spring of 2009 was a certificate, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Average number of credits earned							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
High school type								
No high school diploma or certificate	1.82	2.67	1.87	†	†	†	2.66	0.023
Public	1.50	1.77	1.02	1.05	2.15	1.47	2.68	0.013
Private	2.69	†	†	†	†	†	6.36	0.057
Attended a foreign high school	3.93	†	†	†	†	†	7.80	0.015
Highest level of math taken in high school								
None of the following	2.36	1.85	1.66	1.22	†	†	3.42	0.033
Algebra II	2.44	2.14	1.34	1.75	1.55	1.61	3.75	0.021
Trigonometry/Algebra II	3.09	2.42	2.20	†	†	†	3.63	0.029
Precalculus	1.94	2.36	†	†	†	†	8.43	0.037
Calculus	†	†	†	†	†	†	†	†
SAT combined verbal and math score								
Low quartile (400–700)	1.97	†	†	†	†	†	3.08	0.041
Middle quartiles (710–1020)	2.10	2.38	1.16	1.72	2.41	3.18	5.42	0.024
High quartile (1030–1600)	2.41	2.66	3.55	†	†	†	5.84	0.040
SAT math score								
Low quartile (200–410)	1.91	1.93	1.57	1.78	3.07	†	3.26	0.025
Middle quartiles (420–570)	2.27	2.27	1.72	1.88	2.03	†	6.52	0.027
High quartile (580–800)	†	†	†	†	†	†	9.44	0.067
SAT verbal score								
Low quartile (200–420)	1.81	1.68	1.69	1.90	†	†	2.97	0.026
Middle quartiles (430–570)	2.19	2.60	1.81	2.04	2.91	3.45	6.61	0.029
High quartile (580–800)	2.79	†	†	†	†	†	8.17	0.047
High school grade point average								
Less than 2.50	2.89	1.62	2.06	†	†	†	2.97	0.025
2.50–2.99	3.82	2.96	2.02	†	†	†	8.21	0.044
3.00–3.49	1.67	1.62	2.03	2.00	1.88	†	3.21	0.024
3.50 or higher	3.67	2.39	2.75	2.10	†	†	6.86	0.026
Type of first institution attended								
4-year	1.50	2.09	2.18	2.13	2.81	†	5.76	0.035
2-year								
Public	1.48	1.84	1.01	1.24	1.09	1.23	3.70	0.018
For-profit	7.78	†	†	†	†	†	5.89	0.045
Less-than-2-year								
Public	1.90	3.92	†	†	†	†	4.54	0.016
For-profit	1.34	2.65	1.32	†	†	†	1.22	0.015

See notes at end of table.

National Center for Education Statistics

Table S8.

Standard errors for table 8: CREDITS EARNED OVER TIME, CERTIFICATE ATTAINERS: Among 2003–04 first-time postsecondary students with transcripts whose highest undergraduate attainment as of spring of 2009 was a certificate, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Average number of credits earned							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Dependency and family responsibilities, 2003–04								
Dependent	1.85	1.57	1.02	1.07	1.31	1.86	2.91	0.017
Independent								
Unmarried, no dependents	2.13	2.09	†	†	†	†	3.21	0.020
Unmarried, dependents	1.33	2.72	2.07	†	†	†	2.14	0.021
Married, with or without dependents	1.66	2.69	2.06	†	†	†	4.16	0.020
Attendance intensity through 2009								
Always full-time	1.71	1.69	1.91	1.24	3.61	1.81	2.18	0.013
Mixed	0.88	1.03	0.98	1.19	1.14	1.93	2.30	0.016
Always part-time	1.80	2.30	†	†	†	†	5.27	0.046
Worked while enrolled, 2003–04								
Did not work	1.61	1.26	1.63	1.84	1.42	2.55	2.09	0.018
Worked part time	2.31	2.46	1.37	1.46	1.45	2.20	3.98	0.018
Worked full time	1.23	1.63	1.48	2.02	3.56	†	2.72	0.018

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table 9.

CREDITS EARNED OVER TIME, NO DEGREE STILL ENROLLED: Among 2003–04 first-time postsecondary students with transcripts who had earned credit but had earned no degree or certificate and were enrolled as of spring of 2009, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009

Demographic, high school, and postsecondary characteristics	Average number of credits earned							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Total	18.3	17.2	16.0	16.1	16.1	14.0	69.2	0.76
Sex								
Male	18.5	17.9	17.1	15.9	16.5	14.5	71.7	0.74
Female	18.2	16.6	15.0	16.3	15.8	13.6	67.1	0.77
Race/ethnicity ¹								
White	18.1	17.8	16.3	16.0	15.8	14.5	71.2	0.77
Black	15.9	15.0	13.7	14.7	14.7	12.3	56.7	0.76
Hispanic	19.5	16.7	17.2	16.6	16.2	13.6	72.9	0.72
Asian	22.9	19.1	15.3	18.3	19.2	16.6	83.8	0.76
Other or Two or more races	19.1	16.4	15.8	16.3	18.2	13.1	63.3	0.76
Highest education of parents, 2003–04 ²								
High school or less	17.6	15.9	14.8	15.8	15.2	13.1	62.3	0.76
Some postsecondary	18.5	16.4	14.4	15.1	15.8	13.9	65.5	0.73
Bachelor's degree or higher	18.5	18.7	17.7	16.9	16.5	14.6	77.6	0.78
Dependent student family income level, 2002								
Lowest (less than \$32,000)	19.1	18.1	16.5	16.6	17.4	15.0	74.8	0.74
Low middle (\$32,000–59,999)	20.5	17.1	15.5	16.7	16.1	15.6	74.7	0.73
High middle (\$60,000–91,999)	19.0	18.5	16.4	16.4	16.4	16.0	78.5	0.76
Highest (\$92,000 or more)	20.4	19.8	18.4	16.7	14.5	14.8	78.1	0.80
Age when first enrolled, 2003–04								
18 or younger	20.3	18.5	16.0	17.0	16.4	16.2	79.1	0.73
19	19.6	17.9	17.5	17.2	16.3	14.1	75.2	0.75
20–23	15.8	16.2	14.8	12.9	15.8	11.8	54.8	0.79
24 or older	13.9	12.7	13.9	13.5	14.9	9.1	50.8	0.81
Graduated from high school in 2003								
Yes	20.2	18.4	16.8	16.9	16.4	15.7	78.7	0.73
No	15.5	14.8	14.2	14.3	15.5	11.1	55.8	0.80
High school type								
No high school diploma or certificate	14.8	14.0	13.7	12.6	13.0	10.0	49.2	0.70
Public	18.2	17.1	16.0	16.2	16.2	14.1	69.7	0.75
Private	23.1	19.3	16.5	18.8	19.0	16.5	87.4	0.77
Attended a foreign high school	19.8	22.0	‡	‡	‡	‡	72.3	1.19

See notes at end of table.

National Center for Education Statistics

Table 9.

CREDITS EARNED OVER TIME, NO DEGREE STILL ENROLLED: Among 2003–04 first-time postsecondary students with transcripts who had earned credit but had earned no degree or certificate and were enrolled as of spring of 2009, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Average number of credits earned							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Highest level of math taken in high school ³								
None of the following	17.0	15.1	15.7	15.3	14.4	12.3	60.0	0.72
Algebra II	17.2	16.5	14.8	15.3	14.9	14.6	62.4	0.71
Trigonometry/Algebra II ⁴	20.0	19.0	15.8	16.6	17.2	15.0	78.9	0.81
Precalculus	22.2	20.1	17.6	17.4	16.3	16.0	86.3	0.77
Calculus	23.8	21.4	19.6	19.2	22.5	17.0	103.2	0.80
SAT combined verbal and math score ⁵								
Low quartile (400–700)	18.7	15.2	16.1	17.0	15.2	12.1	63.6	0.70
Middle quartiles (710–1020)	19.0	17.8	15.5	16.6	17.3	14.9	73.3	0.72
High quartile (1030–1600)	22.1	20.9	19.6	17.3	16.2	16.4	89.5	0.78
SAT math score ⁵								
Low quartile (200–410)	18.4	16.4	14.9	15.0	14.9	13.3	66.0	0.72
Middle quartiles (420–570)	20.0	18.9	17.5	17.8	17.5	15.8	78.6	0.74
High quartile (580–800)	23.2	21.5	19.1	16.9	17.0	16.3	97.9	0.79
SAT verbal score ⁵								
Low quartile (200–420)	18.6	17.3	16.2	15.4	16.0	14.0	68.7	0.71
Middle quartiles (430–570)	20.2	18.3	16.4	17.3	17.1	15.2	77.0	0.74
High quartile (580–800)	21.7	21.7	20.2	18.0	16.9	16.8	98.0	0.79
High school grade point average ³								
Less than 2.50	17.2	16.4	15.7	17.1	15.8	15.3	62.4	0.70
2.50–2.99	17.2	15.9	15.6	15.3	15.1	12.6	64.0	0.72
3.00–3.49	20.1	18.2	16.2	16.2	16.8	15.9	77.0	0.75
3.50 or higher	22.3	20.6	18.3	18.3	18.4	15.4	91.7	0.78
Type of first institution attended								
4-year								
Public	20.9	18.8	17.8	17.4	17.5	14.7	86.5	0.75
Private nonprofit	23.2	22.7	20.0	18.8	20.4	17.2	90.3	0.82
For-profit	25.7	‡	‡	‡	‡	‡	60.4	0.75
2-year								
Public	15.8	14.8	14.2	14.7	14.8	13.2	60.7	0.75
Private nonprofit	22.6	18.5	‡	‡	‡	‡	80.8	0.72
For-profit	‡	‡	‡	‡	‡	‡	36.5	0.71
Less-than-2-year ⁶								
Public	‡	‡	‡	‡	‡	‡	‡	‡
For-profit	22.4	‡	‡	‡	‡	‡	50.9	0.81

See notes at end of table.

National Center for Education Statistics

Table 9.

CREDITS EARNED OVER TIME, NO DEGREE STILL ENROLLED: Among 2003–04 first-time postsecondary students with transcripts who had earned credit but had earned no degree or certificate and were enrolled as of spring of 2009, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Average number of credits earned							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Selectivity of public and private nonprofit 4-year institutions, 2003–04 ⁷								
Very selective	24.4	22.5	20.0	19.0	19.2	17.6	103.5	0.78
Moderately selective	21.7	20.3	18.3	18.7	19.0	15.6	88.4	0.78
Minimally selective	19.8	17.5	16.4	15.9	17.2	13.7	80.1	0.76
Open admission	20.0	18.1	18.9	14.2	15.2	13.1	72.4	0.72
Dependency and family responsibilities, 2003–04 ⁸								
Dependent	19.8	18.3	16.5	16.6	16.3	15.4	76.1	0.75
Independent								
Unmarried, no dependents	13.8	12.0	13.5	11.7	16.1	8.5	50.1	0.82
Unmarried, dependents	13.2	13.5	14.5	15.6	15.3	10.3	46.6	0.72
Married, with or without dependents	16.4	15.1	13.1	14.6	15.1	9.8	59.1	0.85
Attendance intensity through 2009								
Always full-time	21.6	19.8	18.8	19.1	19.5	18.2	82.7	0.74
Mixed	18.3	16.9	15.3	15.6	15.3	13.3	67.5	0.76
Always part-time	9.3	8.7	9.7	10.2	10.7	6.6	42.0	0.83
Worked while enrolled, 2003–04 ⁹								
Did not work	20.8	18.6	16.7	15.8	17.5	14.5	75.7	0.77
Worked part time	19.0	16.8	16.1	17.1	15.8	15.0	74.3	0.74
Worked full time	14.2	15.7	14.2	14.5	14.8	11.5	52.9	0.77

! Interpret data with caution. The standard error for this estimate is equal to 30 percent or more of the estimate's value.

‡ Reporting standards not met.

¹ Black includes African American, Hispanic includes Latino, and Other or Two or more races includes American Indian, Alaska Native, Native Hawaiian/Other Pacific Islander, and respondents having origins in more than one race or in a race not listed. Race categories exclude Hispanic origin unless specified.

² Results exclude the 2.7 percent of students who did not know their parents' highest level of education.

³ Excludes the 20.6 percent of first-time postsecondary students who were age 24 or older when they began postsecondary education.

⁴ "Trigonometry/Algebra II" is mutually exclusive from "Algebra II."

⁵ Excludes the 20.6 percent of first-time postsecondary students who were age 24 or older when they began postsecondary education. Scores for students who took only the ACT were converted to the SAT scale.

⁶ Students in private nonprofit less-than-2-year institutions are included in the total but not shown separately.

⁷ Excludes the 59.3 percent of students who first attended for-profit or less-than-4-year institutions. Selectivity is on an index score based on the percentage of admitted students among those who applied and the combined SAT/ACT test scores reported by each institution. The index score (combined centile value of two measures) was divided into very selective, moderately selective, and minimally selective categories based on natural breaks in the distribution. Open admission formed a separate category.

⁸ Separated, widowed, or divorced students are included in the unmarried category.

⁹ The definition of work excludes school-related jobs (e.g., work-study or assistantships). Full-time status was defined as working 35 or more hours per week, and part-time status was defined as working less than 35 hours per week.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table S9.

Standard errors for table 9: CREDITS EARNED OVER TIME, NO DEGREE STILL ENROLLED: Among 2003–04 first-time postsecondary students with transcripts who had earned credit but had earned no degree or certificate and were enrolled as of spring of 2009, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009

Demographic, high school, and postsecondary characteristics	Average number of credits earned							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Total	0.37	0.42	0.43	0.43	0.49	0.40	1.59	0.012
Sex								
Male	0.62	0.65	0.51	0.64	0.71	0.60	2.54	0.010
Female	0.49	0.57	0.65	0.61	0.64	0.52	2.00	0.020
Race/ethnicity								
White	0.49	0.55	0.64	0.55	0.59	0.49	2.22	0.010
Black	0.71	0.91	0.94	0.92	0.92	0.73	3.12	0.064
Hispanic	0.94	1.00	1.15	1.25	1.43	1.21	5.05	0.017
Asian	2.11	1.96	1.71	2.25	2.39	1.70	7.47	0.026
Other or Two or more races	1.83	1.58	1.78	1.86	2.73	1.48	5.21	0.035
Highest education of parents, 2003–04								
High school or less	0.59	0.67	0.79	0.82	0.69	0.74	2.52	0.014
Some postsecondary	0.67	0.72	0.90	0.89	1.08	0.70	2.50	0.012
Bachelor's degree or higher	0.57	0.54	0.54	0.60	0.53	0.54	2.74	0.030
Dependent student family income level, 2002								
Lowest (less than \$32,000)	0.78	0.91	0.89	0.86	1.13	0.75	3.24	0.015
Low middle (\$32,000–59,999)	0.76	0.98	1.14	1.06	1.16	1.05	3.79	0.015
High middle (\$60,000–91,999)	0.90	0.72	0.91	1.10	0.78	0.94	3.88	0.018
Highest (\$92,000 or more)	0.88	0.90	0.88	0.91	1.04	0.96	3.76	0.076
Age when first enrolled, 2003–04								
18 or younger	0.57	0.57	0.65	0.71	0.65	0.67	2.65	0.011
19	0.65	0.68	0.69	0.66	0.90	0.59	2.60	0.011
20–23	0.93	1.60	1.25	1.25	1.38	1.10	3.48	0.066
24 or older	0.94	0.80	1.27	1.17	1.15	0.69	3.38	0.023
Graduated from high school in 2003								
Yes	0.44	0.47	0.52	0.56	0.56	0.49	2.06	0.009
No	0.59	0.79	0.79	0.74	0.89	0.60	2.31	0.026
High school type								
No high school diploma or certificate	1.17	1.88	1.95	1.27	1.65	0.95	3.69	0.028
Public	0.41	0.41	0.46	0.52	0.52	0.45	1.68	0.008
Private	1.19	1.74	1.30	1.38	2.25	1.23	6.79	0.033
Attended a foreign high school	2.85	2.43	†	†	†	†	8.78	0.344

See notes at end of table.

National Center for Education Statistics

Table S9.

Standard errors for table 9: CREDITS EARNED OVER TIME, NO DEGREE STILL ENROLLED: Among 2003–04 first-time postsecondary students with transcripts who had earned credit but had earned no degree or certificate and were enrolled as of spring of 2009, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Average number of credits earned							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Highest level of math taken in high school								
None of the following	0.93	1.36	1.13	0.98	0.98	0.86	3.65	0.022
Algebra II	0.65	0.68	0.79	0.96	0.72	0.81	2.74	0.013
Trigonometry/Algebra II	0.82	1.05	0.95	1.16	1.07	0.84	3.81	0.071
Precalculus	0.78	0.92	0.98	0.86	1.06	0.96	3.75	0.017
Calculus	1.09	0.89	1.25	1.22	1.97	1.52	5.03	0.018
SAT combined verbal and math score								
Low quartile (400–700)	1.07	1.33	1.56	1.41	1.71	1.22	4.79	0.025
Middle quartiles (710–1020)	0.63	0.60	0.61	0.65	0.81	0.66	2.26	0.013
High quartile (1030–1600)	0.62	0.70	0.83	0.71	0.91	0.77	3.47	0.014
SAT math score								
Low quartile (200–410)	0.64	0.74	0.91	0.84	0.92	0.84	2.72	0.017
Middle quartiles (420–570)	0.61	0.65	0.66	0.58	0.82	0.58	2.71	0.011
High quartile (580–800)	0.87	0.91	0.97	1.05	1.09	1.29	4.38	0.018
SAT verbal score								
Low quartile (200–420)	0.69	0.75	0.94	0.85	1.04	0.93	2.88	0.015
Middle quartiles (430–570)	0.60	0.62	0.59	0.61	0.83	0.56	2.51	0.013
High quartile (580–800)	0.89	0.89	1.07	0.94	0.94	1.12	4.67	0.015
High school grade point average								
Less than 2.50	0.85	1.24	1.00	1.08	1.04	1.11	3.70	0.018
2.50–2.99	0.86	0.81	1.02	1.11	1.14	0.99	3.40	0.021
3.00–3.49	0.74	0.76	0.81	0.95	0.84	0.84	3.04	0.013
3.50 or higher	0.76	0.74	0.89	0.84	1.16	0.84	3.32	0.018
Type of first institution attended								
4-year								
Public	0.59	0.60	0.89	0.65	0.61	0.53	2.51	0.014
Private nonprofit	1.29	1.51	1.01	1.60	1.74	1.32	7.24	0.021
For-profit	4.60	†	†	†	†	†	11.13	0.051
2-year								
Public	0.48	0.45	0.58	0.67	0.65	0.63	2.06	0.021
Private nonprofit	4.80	4.72	†	†	†	†	26.02	0.082
For-profit	†	†	†	†	†	†	9.73	0.081
Less-than-2-year								
Public	†	†	†	†	†	†	†	†
For-profit	2.04	†	†	†	†	†	6.77	0.038

See notes at end of table.

National Center for Education Statistics

Table S9.

Standard errors for table 9: CREDITS EARNED OVER TIME, NO DEGREE STILL ENROLLED: Among 2003–04 first-time postsecondary students with transcripts who had earned credit but had earned no degree or certificate and were enrolled as of spring of 2009, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Average number of credits earned							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Selectivity of public and private nonprofit 4-year institutions, 2003–04								
Very selective	1.25	1.20	1.63	2.13	1.64	1.44	7.98	0.039
Moderately selective	0.74	0.71	0.71	0.80	1.03	0.73	3.81	0.013
Minimally selective	1.74	2.28	1.53	1.28	1.31	1.27	6.60	0.023
Open admission	2.00	2.18	3.47	2.39	2.09	1.43	9.06	0.052
Dependency and family responsibilities, 2003–04								
Dependent	0.41	0.48	0.46	0.50	0.54	0.43	1.78	0.016
Independent								
Unmarried, no dependents	1.07	1.28	2.17	1.90	2.23	1.01	4.79	0.035
Unmarried, dependents	1.11	1.21	1.80	1.63	1.49	1.11	3.28	0.027
Married, with or without dependents	1.46	1.34	1.27	1.46	1.47	0.72	4.21	0.019
Attendance intensity through 2009								
Always full-time	0.79	0.93	0.80	0.66	0.99	0.74	3.32	0.015
Mixed	0.41	0.48	0.56	0.53	0.60	0.46	1.91	0.018
Always part-time	0.71	0.80	1.27	1.28	1.23	0.55	4.53	0.036
Worked while enrolled, 2003–04								
Did not work	0.61	0.76	0.67	0.72	0.74	0.71	2.87	0.033
Worked part time	0.51	0.63	0.69	0.62	0.69	0.53	2.20	0.012
Worked full time	0.73	0.99	1.00	0.90	0.99	0.84	2.23	0.016

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table 10.

CREDITS EARNED OVER TIME, NO DEGREE NOT ENROLLED: Among 2003–04 first-time postsecondary students with transcripts who had earned credit but had earned no degree or certificate and were not enrolled as of spring of 2009, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009

Demographic, high school, and postsecondary characteristics	Average number of credits earned ¹							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Total	17.6	16.9	16.0	15.9	11.3	6.5	42.3	0.74
Last year enrolled								
2004	13.3	6.6	‡	‡	‡	‡	17.8	0.71
2005	19.8	14.0	6.6	‡	‡	‡	36.7	0.75
2006	19.8	18.2	14.5	7.1	‡	‡	50.5	0.76
2007	21.3	20.9	19.1	17.6	8.0	‡	72.2	0.78
2008 or later	18.2	18.2	16.1	16.6	12.3	6.0	66.3	0.72
Sex								
Male	18.0	17.5	15.9	16.2	11.9	5.2	43.4	0.72
Female	17.2	16.4	16.1	15.7	10.8	7.1	41.4	0.75
Race/ethnicity ²								
White	18.2	17.4	16.9	16.8	11.6	6.3	44.3	0.76
Black	16.4	16.5	14.7	14.1	10.5	‡	37.9	0.69
Hispanic	16.6	14.8	14.1	14.1	10.2	‡	38.4	0.72
Asian	19.6	21.2	18.4	17.7	10.7	‡	53.7	0.76
Other or Two or more races	16.5	17.1	15.6	15.9	12.8	‡	41.3	0.73
Highest education of parents, 2003–04 ³								
High school or less	16.0	15.2	13.9	14.5	10.4	5.4	35.8	0.75
Some postsecondary	17.5	17.0	15.6	16.0	11.1	‡	40.1	0.71
Bachelor's degree or higher	20.1	19.0	18.3	17.4	12.5	7.7	54.8	0.75
Dependent student family income level, 2002								
Lowest (less than \$32,000)	18.1	16.7	15.9	15.4	11.2	‡	40.4	0.67
Low middle (\$32,000–59,999)	19.1	18.3	16.8	15.1	11.5	‡	45.6	0.70
High middle (\$60,000–91,999)	20.5	17.9	17.3	17.6	12.0	‡	54.5	0.75
Highest (\$92,000 or more)	20.3	20.9	20.1	19.6	13.4	‡	62.2	0.74
Age when first enrolled, 2003–04								
18 or younger	19.8	18.8	17.8	17.0	12.5	7.1	51.8	0.71
19	18.9	17.5	17.3	16.6	11.3	6.6	46.0	0.69
20–23	16.6	15.5	13.4	13.4	9.5	‡	34.5	0.73
24 or older	14.3	13.6	11.9	13.9	9.3	‡	32.9	0.81
Graduated from high school in 2003								
Yes	20.0	18.6	17.7	17.0	12.3	7.4	51.7	0.71
No	15.1	14.5	13.2	14.0	9.3	4.8	33.6	0.77
High school type								
No high school diploma or certificate	15.8	15.1	12.3	15.1	‡	‡	29.0	0.69
Public	17.6	16.7	15.9	15.7	11.0	6.8	42.9	0.74
Private	19.3	20.4	20.0	18.4	14.2	‡	54.7	0.77
Attended a foreign high school	20.4	18.8	18.6	‡	‡	‡	57.0	0.87

See notes at end of table.

National Center for Education Statistics

Table 10.

CREDITS EARNED OVER TIME, NO DEGREE NOT ENROLLED: Among 2003–04 first-time postsecondary students with transcripts who had earned credit but had earned no degree or certificate and were not enrolled as of spring of 2009, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Average number of credits earned ¹							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Highest level of math taken in high school ⁴								
None of the following	16.6	15.2	14.4	12.5	8.3	‡	34.5	0.66
Algebra II	17.6	16.3	14.7	14.0	10.7	6.7	40.5	0.71
Trigonometry/Algebra II ⁵	20.9	18.7	19.1	18.4	13.0	‡	51.3	0.73
Precalculus	20.5	20.7	19.2	18.6	13.4	‡	56.0	0.71
Calculus	22.6	22.1	20.9	20.5	13.6	‡	72.8	0.79
SAT combined verbal and math score ⁶								
Low quartile (400–700)	16.4	14.7	13.4	10.8	10.8	‡	36.9	0.65
Middle quartiles (710–1020)	19.1	18.4	17.3	16.9	12.3	7.2	47.2	0.70
High quartile (1030–1600)	22.4	21.0	20.8	19.9	13.3	‡	66.2	0.76
SAT math score ⁶								
Low quartile (200–410)	17.2	16.8	14.2	13.6	11.0	7.6	40.4	0.67
Middle quartiles (420–570)	20.1	19.0	19.0	18.3	12.9	7.1	52.0	0.72
High quartile (580–800)	24.5	22.4	22.3	20.2	13.7	‡	76.7	0.79
SAT verbal score ⁶								
Low quartile (200–420)	17.7	16.8	15.7	13.8	11.4	‡	42.3	0.67
Middle quartiles (430–570)	20.3	19.5	19.0	19.2	13.1	7.6	52.7	0.72
High quartile (580–800)	22.3	20.9	19.9	18.4	12.7	‡	68.1	0.76
High school grade point average ⁴								
Less than 2.50	15.9	14.6	12.5	11.9	9.3	‡	34.2	0.68
2.50–2.99	17.8	15.8	16.3	13.7	10.9	‡	43.2	0.69
3.00–3.49	19.2	17.9	17.0	17.5	12.5	7.4	48.8	0.71
3.50 or higher	22.8	22.6	21.7	19.4	12.7	‡	62.0	0.76
Type of first institution attended								
4-year								
Public	20.6	20.1	20.3	18.9	13.8	8.2	60.1	0.71
Private nonprofit	23.3	21.6	21.7	20.3	14.0	‡	64.9	0.81
For-profit	20.2	20.2	15.5	‡	‡	‡	40.2	0.75
2-year								
Public	14.6	14.0	12.8	13.3	9.5	5.5	34.5	0.72
Private nonprofit	20.8	17.8	19.5	‡	‡	‡	61.7	0.82
For-profit	22.3	20.6	‡	‡	‡	‡	35.4	0.78
Less-than-2-year ⁷								
Public	14.3	‡	‡	‡	‡	‡	23.4	0.90
For-profit	24.0	17.0	‡	‡	‡	‡	31.8	0.86

See notes at end of table.

National Center for Education Statistics

Table 10.

CREDITS EARNED OVER TIME, NO DEGREE NOT ENROLLED: Among 2003–04 first-time postsecondary students with transcripts who had earned credit but had earned no degree or certificate and were not enrolled as of spring of 2009, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Average number of credits earned ¹							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Selectivity of public and private nonprofit 4-year institutions, 2003–04 ⁸								
Very selective	23.7	23.4	22.9	21.9	13.4	‡	80.6	0.79
Moderately selective	21.8	21.8	21.6	19.5	15.7	‡	66.8	0.74
Minimally selective	21.7	17.3	16.4	18.1	11.1	‡	47.2	0.75
Open admission	17.0	15.3	14.6	15.2	‡	‡	42.7	0.69
Dependency and family responsibilities, 2003–04 ⁹								
Dependent	19.2	18.1	17.3	16.7	12.0	7.2	48.4	0.71
Independent								
Unmarried, no dependents	15.4	16.6	13.6	14.4	9.0	‡	36.0	0.77
Unmarried, dependents	15.9	14.6	12.2	12.4	8.5	‡	30.5	0.73
Married, with or without dependents	13.6	12.4	12.0	14.0	9.6	‡	33.3	0.85
Attendance intensity through 2009								
Always full-time	21.7	20.3	19.5	20.0	13.5	‡	47.8	0.74
Mixed	17.8	16.7	15.5	14.9	11.4	6.1	47.7	0.71
Always part-time	8.7	7.9	7.7	8.8	5.8	‡	20.2	0.80
Worked while enrolled, 2003–04 ¹⁰								
Did not work	19.9	18.9	17.7	17.4	12.5	6.3	49.1	0.74
Worked part time	18.2	17.1	16.7	16.2	11.4	7.1	44.1	0.72
Worked full time	14.2	13.9	12.6	13.3	9.1	‡	33.0	0.77

‡ Reporting standards not met.

¹ The percentage of students enrolled and who earn credits gets progressively smaller each year.

² Black includes African American, Hispanic includes Latino, and Other or Two or more races includes American Indian, Alaska Native, Native Hawaiian/Other Pacific Islander, and respondents having origins in more than one race or in a race not listed. Race categories exclude Hispanic origin unless specified.

³ Results exclude the 2.7 percent of students who did not know their parents' highest level of education.

⁴ Excludes the 20.6 percent of first-time postsecondary students who were age 24 or older when they began postsecondary education.

⁵ "Trigonometry/Algebra II" is mutually exclusive from "Algebra II."

⁶ Excludes the 20.6 percent of first-time postsecondary students who were age 24 or older when they began postsecondary education. Scores for students who took only the ACT were converted to the SAT scale.

⁷ Students in private nonprofit less-than-2-year institutions are included in the total but not shown separately.

⁸ Excludes the 59.3 percent of students who first attended for-profit or less-than-4-year institutions. Selectivity is on an index score based on the percentage of admitted students among those who applied and the combined SAT/ACT test scores reported by each institution. The index score (combined centile value of two measures) was divided into very selective, moderately selective, and minimally selective categories based on natural breaks in the distribution. Open admission formed a separate category.

⁹ Separated, widowed, or divorced students are included in the unmarried category.

¹⁰ The definition of work excludes school-related jobs (e.g., work-study or assistantships). Full-time status was defined as working 35 or more hours per week, and part-time status was defined as working less than 35 hours per week.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table S10.

Standard errors for table 10: CREDITS EARNED OVER TIME, NO DEGREE NOT ENROLLED: Among 2003–04 first-time postsecondary students with transcripts who had earned credit but had earned no degree or certificate and were not enrolled as of spring of 2009, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009

Demographic, high school, and postsecondary characteristics	Average number of credits earned						Total	Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Total	0.36	0.40	0.47	0.57	0.47	0.54	0.98	0.007
Last year enrolled								
2004	0.51	0.46	†	†	†	†	0.83	0.015
2005	0.84	0.73	0.64	†	†	†	2.05	0.020
2006	0.78	0.75	0.77	0.71	†	†	2.03	0.017
2007	0.59	0.68	0.77	0.74	0.57	†	2.59	0.015
2008 or later	0.68	0.85	0.73	0.90	0.60	0.67	2.89	0.015
Sex								
Male	0.53	0.67	0.72	0.97	0.68	0.87	1.56	0.011
Female	0.40	0.45	0.56	0.83	0.71	0.68	1.11	0.010
Race/ethnicity								
White	0.40	0.47	0.67	0.72	0.64	0.61	1.27	0.009
Black	0.94	1.30	1.06	1.29	1.12	†	2.80	0.019
Hispanic	0.87	0.73	0.80	1.21	0.93	†	2.02	0.018
Asian	1.72	1.84	1.77	1.97	1.70	†	5.51	0.040
Other or Two or more races	1.09	1.38	1.52	1.34	2.19	†	3.53	0.040
Highest education of parents, 2003–04								
High school or less	0.43	0.59	0.74	1.14	0.72	0.78	1.31	0.011
Some postsecondary	0.65	0.63	0.72	1.13	0.99	†	1.64	0.016
Bachelor's degree or higher	0.56	0.73	0.73	0.77	0.86	1.06	2.02	0.015
Dependent student family income level, 2002								
Lowest (less than \$32,000)	0.71	0.65	0.87	1.08	0.72	†	1.93	0.018
Low middle (\$32,000–59,999)	0.62	0.71	0.87	1.11	1.34	†	2.18	0.014
High middle (\$60,000–91,999)	0.83	0.81	0.82	1.07	1.17	†	2.31	0.014
Highest (\$92,000 or more)	0.90	0.98	1.01	1.40	1.23	†	4.06	0.029
Age when first enrolled, 2003–04								
18 or younger	0.53	0.49	0.50	0.74	0.69	0.89	1.45	0.011
19	0.60	0.64	0.95	0.85	0.95	0.88	1.98	0.017
20–23	0.77	0.93	1.14	1.65	0.87	†	2.01	0.017
24 or older	0.64	0.86	1.06	2.01	1.13	†	1.48	0.015
Graduated from high school in 2003								
Yes	0.43	0.43	0.52	0.60	0.59	0.65	1.27	0.009
No	0.45	0.61	0.76	1.30	0.73	0.47	1.16	0.011
High school type								
No high school diploma or certificate	0.79	0.99	1.22	2.98	†	†	1.92	0.023
Public	0.39	0.45	0.53	0.56	0.51	0.62	1.15	0.009
Private	1.14	1.21	1.31	1.91	1.38	†	3.61	0.023
Attended a foreign high school	2.52	2.54	2.53	†	†	†	7.32	0.038

See notes at end of table.

National Center for Education Statistics

Table S10.

Standard errors for table 10: CREDITS EARNED OVER TIME, NO DEGREE NOT ENROLLED: Among 2003–04 first-time postsecondary students with transcripts who had earned credit but had earned no degree or certificate and were not enrolled as of spring of 2009, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Average number of credits earned							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Highest level of math taken in high school								
None of the following	0.77	0.82	1.01	0.99	1.01	†	1.91	0.024
Algebra II	0.53	0.62	0.76	1.09	0.98	0.98	1.58	0.012
Trigonometry/Algebra II	0.87	0.94	0.98	1.12	1.31	†	2.65	0.018
Precalculus	0.91	0.86	1.07	1.04	0.85	†	3.35	0.018
Calculus	0.95	1.04	1.39	1.37	1.41	†	4.29	0.025
SAT combined verbal and math score								
Low quartile (400–700)	0.90	0.93	1.34	1.44	2.09	†	2.49	0.018
Middle quartiles (710–1020)	0.56	0.58	0.76	0.95	0.83	0.73	1.56	0.013
High quartile (1030–1600)	0.59	0.77	0.84	0.76	0.86	†	2.63	0.014
SAT math score								
Low quartile (200–410)	0.62	0.71	0.73	1.07	1.16	0.74	1.71	0.015
Middle quartiles (420–570)	0.57	0.60	0.80	0.85	0.76	1.18	1.77	0.014
High quartile (580–800)	0.75	1.07	0.87	1.17	1.26	‡	3.73	0.022
SAT verbal score								
Low quartile (200–420)	0.58	0.77	0.89	1.01	1.44	‡	1.99	0.015
Middle quartiles (430–570)	0.55	0.58	0.78	0.92	0.66	1.03	1.84	0.013
High quartile (580–800)	0.84	1.04	0.98	0.97	1.22	‡	3.46	0.020
High school grade point average								
Less than 2.50	0.78	0.81	0.78	1.36	1.33	†	1.72	0.019
2.50–2.99	0.85	0.82	1.23	1.17	1.61	†	2.46	0.022
3.00–3.49	0.59	0.62	0.74	0.79	0.87	0.95	1.87	0.013
3.50 or higher	0.68	0.85	1.02	0.97	0.94	†	3.25	0.016
Type of first institution attended								
4-year								
Public	0.46	0.60	0.92	0.84	0.85	1.20	2.49	0.014
Private nonprofit	1.08	0.89	0.81	0.87	1.48	†	2.61	0.016
For-profit	1.85	2.68	3.24	†	†	†	5.39	0.036
2-year								
Public	0.40	0.52	0.53	0.88	0.60	0.60	1.07	0.011
Private nonprofit	2.52	4.76	4.19	†	†	†	16.00	0.053
For-profit	2.71	2.11	†	†	†	†	4.00	0.034
Less-than-2-year								
Public	3.25	†	†	†	†	†	4.38	0.037
For-profit	2.17	2.33	†	†	†	†	2.24	0.033

See notes at end of table.

National Center for Education Statistics

Table S10.

Standard errors for table 10: CREDITS EARNED OVER TIME, NO DEGREE NOT ENROLLED: Among 2003–04 first-time postsecondary students with transcripts who had earned credit but had earned no degree or certificate and were not enrolled as of spring of 2009, average number of credits earned each year, total number of credits earned, and ratio of total credits earned to attempted, by demographic, high school, and postsecondary characteristics: 2009—Continued

Demographic, high school, and postsecondary characteristics	Average number of credits earned							Average ratio of credits earned to attempted
	Of those earning any credits during given year							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	
Selectivity of public and private nonprofit 4-year institutions, 2003–04								
Very selective	1.08	0.95	1.61	1.50	1.26	†	5.30	0.025
Moderately selective	0.53	0.69	0.79	0.87	1.16	†	2.95	0.015
Minimally selective	1.79	1.37	1.56	1.71	1.36	†	3.92	0.037
Open admission	1.40	1.50	3.02	3.41	†	†	5.45	0.028
Dependency and family responsibilities, 2003–04								
Dependent	0.40	0.39	0.48	0.58	0.56	0.70	1.21	0.009
Independent								
Unmarried, no dependents	1.11	1.82	1.98	3.22	1.16	†	3.18	0.030
Unmarried, dependents	0.84	1.20	1.31	1.31	1.18	†	1.95	0.019
Married, with or without dependents	0.71	1.03	1.65	3.01	1.64	†	2.55	0.021
Attendance intensity through 2009								
Always full-time	0.49	0.59	0.67	0.70	0.75	†	1.46	0.010
Mixed	0.50	0.53	0.62	0.73	0.65	0.58	1.84	0.013
Always part-time	0.40	0.62	0.76	1.38	0.76	†	1.33	0.021
Worked while enrolled, 2003–04								
Did not work	0.65	0.69	0.72	0.71	0.81	1.04	1.61	0.013
Worked part time	0.49	0.50	0.60	0.80	0.71	0.76	1.57	0.012
Worked full time	0.58	0.86	0.94	1.47	0.79	†	1.54	0.017

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table 11-A.

ATTAINMENT AND PERSISTENCE STATUS: Among 2003–04 first-time postsecondary students with transcripts, percentage who earned various credits, took remedial courses, withdrew or repeated courses, or attempted STEM or college-level math credits, by persistence and attainment status: 2009

Transcript characteristics	Highest degree or certificate attained from any institution by spring 2009 ¹			Status of those who did not attain a degree or certificate from any institution by spring 2009		
	Certificate	Associate's degree	Bachelor's degree	Enrolled at 4-year institution	Enrolled at less-than-4-year institution	Not enrolled
Received any precollege credits	1.7	5.9	19.9	10.5	4.8	3.4
Received AP credits	0.5 !	1.9	14.3	5.0	1.4 !	1.4
Took a remedial class	45.1	66.2	33.9	62.4	71.4	55.2
Took a remedial math class	34.9	57.8	26.0	51.3	64.8	47.4
Took a remedial English class	13.7	16.3	5.9	13.0	21.2	14.4
Had at least one withdrawal	33.4	57.5	47.5	73.0	69.3	55.2
Had at least one repeated course	10.6	27.7	21.6	37.7	30.3	18.0
Attempted any STEM ² credits	72.7	97.0	98.6	95.9	92.4	81.6
Attempted any college-level math credits	25.1	72.2	74.4	68.4	49.8	42.3

! Interpret data with caution. The standard error for this estimate is equal to 30 percent or more of the estimate's value.

¹ These columns include some students who attained a degree or certificate and continued to be enrolled as of spring 2009.

² Science, technology, engineering, and mathematics.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table S11-A.

Standard errors for table 11-A: Among 2003–04 first-time postsecondary students with transcripts, percentage who earned various credits, took remedial courses, withdrew or repeated courses, or attempted STEM or college-level math credits, by persistence and attainment status: 2009

Transcript characteristics	Highest degree or certificate attained from any institution by spring 2009			Status of those who did not attain a degree or certificate from any institution by spring 2009		
	Certificate	Associate's degree	Bachelor's degree	Enrolled at 4-year institution	Enrolled at less-than-4-year institution	Not enrolled
Received any precollege credits	0.45	0.85	0.79	1.27	1.22	0.42
Received AP credits	0.23	0.42	0.64	0.80	0.45	0.20
Took a remedial class	2.74	2.33	1.23	2.24	2.22	1.60
Took a remedial math class	2.67	2.86	1.12	2.50	2.21	1.61
Took a remedial English class	1.59	1.84	0.64	1.94	2.36	1.04
Had at least one withdrawal	2.79	2.31	1.11	2.07	2.22	1.40
Had at least one repeated course	1.29	2.11	0.91	2.25	2.96	1.11
Attempted any STEM credits	2.20	0.69	0.23	0.83	1.32	1.09
Attempted any college-level math credits	2.89	2.23	1.01	2.21	2.64	1.50

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table 11-B.

ATTAINMENT AND PERSISTENCE STATUS: Among 2003–04 first-time postsecondary students with transcripts, average number of credits earned and average GPA in STEM and college math classes for those who attempted credits in these types of classes, by persistence and attainment status: 2009

Transcript characteristics	Highest degree or certificate attained from any institution by spring 2009 ¹			Status of those who did not attain a degree or certificate from any institution by spring 2009		
	Certificate	Associate's degree	Bachelor's degree	Enrolled at 4-year institution	Enrolled at less-than-4-year institution	Not enrolled
Credits earned in STEM and math subjects						
STEM ²	10.0	23.1	32.8	23.6	14.3	11.9
College-level math	3.1	4.8	5.4	4.9	3.8	3.5
Grade point average earned in STEM and math subjects						
STEM ²	2.6	2.8	3.0	2.3	2.3	2.2
College-level math	2.4	2.7	2.9	2.4	2.3	2.2

¹ These columns include some students who attained a degree or certificate and continued to be enrolled as of spring 2009.

² Science, technology, engineering, and mathematics.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).

National Center for Education Statistics

Table S11-B.

Standard errors for table 11-B: ATTAINMENT AND PERSISTENCE STATUS: Among 2003–04 first-time postsecondary students with transcripts, average number of credits earned and average GPA in STEM and college math classes for those who attempted credits in these types of classes, by persistence and attainment status: 2009

Transcript characteristics	Highest degree or certificate attained from any institution by spring 2009			Status of those who did not attain a degree or certificate from any institution by spring 2009		
	Certificate	Associate's degree	Bachelor's degree	Enrolled at 4-year institution	Enrolled at less-than- 4-year institution	Not enrolled
Credits earned in STEM and math subjects						
STEM	0.64	0.95	0.65	1.26	0.71	0.45
College-level math	0.35	0.21	0.08	0.18	0.21	0.10
Grade point average earned in STEM and math subjects						
STEM	0.10	0.03	0.02	0.05	0.06	0.03
College-level math	0.28	0.05	0.02	0.07	0.10	0.05

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09) and the 2009 Postsecondary Education Transcript Study (PETS:09).